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ABSTRACT

To analyze historical trends in job opportunities available to speech communications graduates, a content analysis was conducted of Speech Communication Association bulletins over a ten-year period (1967 to 1977). All bulletin listings were analyzed for state, type of institution, rank, areas of specialization, job requirements, and salary range. Results indicated that in the first six years studied, the number of new positions decreased by one-half, and has not increased significantly since then. The increase of median salaries has not exceeded inflation. Most current job opportunities are in the following specializations: broadcasting, discussion/debate, speech fundamentals, communication theory, interpersonal communication, mass communication, and theater. Frequently groupings of specializations are requested, such as organizational communication, small group studies, and interpersonal communication. Increasingly, experienced persons with doctorates are sought; few positions appear for persons with master's degrees only. A greater proportion of assistant professors are being hired than instructors, associate professors, or professors. The results should be useful to those planning careers for themselves or for others, including graduate students and counselors. (A series of tables is included.) (DF)

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Issue No. 23, January 1978 Robert Hall, Editor

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[Thematic Issue: Career Trends in Speech Communication]

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HISTORICAL TREND ANALYSIS OF SPEECH COMMUNICATION ASSOCIATION PLACEMENT SERVICE BULLETINS

David E. Clavier, Theodore Clevenger, Jr.,
Susan Eide-Khair & Marwan M. Khair

Rationale

The last decade, 1967 to 1977, has been a decade of change in academe. The first half of the decade witnessed the culmination of a period of growth during which students and research grants multiplied.[1] The second half has been a time of retrenchment, with what one author calls "grim economic depression pervading academia."[2]

Department titles and curriculum in the area of graduate study in speech have changed as well. Anapol and Hurt reported in 1971 that while "speech" or "speech and drama" accounted for 90 percent of the department designations in 1966, they accounted for less than half five years later, with major growth in the use of "communication" and "speech communication" as titles.[3] They found that while drama and theatre, speech science and therapy, and public address were still the big three, they were not growing as they had been five years earlier. Interpretation and speech education were declining, while communication and intercultural communication had increased significantly.[4] More recently, programs in interpersonal and organizational communication have appeared. A 1974 study by Downs and Larimer showed that 60 percent of course offerings in organizational communication had originated in the past five years.[5]

The purpose of this study is to analyze historical trends in the job opportunities available to graduates in speech communication as they are reflected in a content analysis of the Speech Communication Association Placement Service *Bulletins* for the past ten years. The listings advertised in the bulletins are either positions being replaced or added in the form of "new hires," reflecting the current needs of the department. An upsurge in hiring in a relatively new area could be interpreted as an indication of program expansion. At the present time, such changes in job opportunities have not been documented. A look at the journals indicates a dearth of historical research in tracing trends in speech communication. No content analytic studies are listed from 1971 to the present. Furthermore, only one survey of graduate curriculum is published, the five-year survey by Anapol and Hurt published in 1973. A current trend analysis of the job placement opportunities could have tremendous pragmatic implications for curriculum planning and evaluation. Counseling of graduate students as to specializations with an eye toward hiring potential is another benefit of such analysis.

A ten-year content analysis of the Speech Communication Association bulletins is justified on several grounds: First, a content analysis of the Placement *Bulletins* deals with real positions which are available at a given time. Second, in this field, the major association most actively engaged in placement services is the Speech Communication Association, which is also the organization most widely used by speech communication departments in placement. Third, a ten-year study ought to cover the peak periods, the highs and lows in job opportunities, and be sufficient to indicate major changes in those specializations and groups of specializations which are most in demand.

In summary, then, the purpose of this paper is to study changes in graduate job opportunity trends within speech communication departments over the past four years.

Methods

All Speech Communication Association Placement Service Bulletins for the past ten years were obtained from the SCA. Each job description includes the state in which the offering is located, the type of institution, the rank of the job, the areas of specialization covered by the position, job requirements, and the salary range. These six variables were coded for every job falling under the headings of "New Listings," and "Late New Listings," in the bulletins with the exception of those requested by clinics and hospitals.

Category labels for areas of specialization were determined from comprehensive examination of the 1975 placement bulletins. Job descriptions for that year were grouped into 29 categories. The following is a list of those categories with a brief description of each:

Not Listed - up to five areas of specialization were coded for each listing. Any unfilled cells were coded as "not listed."

Advertising - includes such descriptions as advertising writing, advertising copy, introduction to advertising.

Applied Research - refers to jobs which specifically request that a person conduct research for the institution - for example, "work in experimental research," or "conduct field research and publish."

Black Studies - any listing which mentioned an emphasis in Black Studies, e.g., Black Drama, Black Rhetoric, etc., was placed in this category regardless of corresponding area (rhetoric, for example).

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Broadcasting - includes courses in broadcasting, telecommunication, Radio-TV-Film, station management, broadcast news, broadcast production.

Clinic - refers to speech pathology and audiology courses.

Communication and Communication Theory - includes such areas as "Communication Fundamentals", "Oral Communication," and other general communication courses.

Debate/Discussion - includes forensics, debate, discussion, argumentation and parlimentary procedure.

Film - denotes such courses as cinematography, film production, film history, film criticism, and film-making.

Instructional Media - refers to courses listed as such.

Intercultural - refers to intercultural and cross-cultural course listings.

Interpersonal - refers to courses listed as such.

Journalism - includes news, newsediting, reporting, writing.

Language - refers to linguistics, phonetics, and semantics as well as language theory and speech and language development.

Mass Communication - covers the areas of public relations, media analysis, media communication, media criticism, regulation, etc.

Nonverbal Communication - was listed as such.

Oral Interpretation - includes all interpretation courses, storytelling, prose, poetry, and reader's theatre.

Organizational Communication - refers to courses listed as such.

Persuasion - denotes persuasion, propaganda, attitude formation and attitude change.

Research Design - refers to the teaching of courses in experimental methods, survey design, statistical inferences, theory construction, behavioral research design, etc.

Rhetoric - includes rhetorical theory, rhetorical criticism, etc.

Small Group - includes all group dynamics courses.

Special Speech - was developed to include courses specifically aimed at special interest groups - courses for business and professional people, engineers, high school minority students, etc.

Speech Fundamentals - includes all basic speech courses as well as courses in public address.

Speech Education - refers to courses for education majors in how to teach speech.

Theatre - refers to all courses in theatre - areas in costuming, make-up, directing, drama literature, etc., were grouped here.

Visual Communication - includes courses in still photography, photo labs, and art history.

Voice and Diction - specifically refers to voice training and voice improvement.

Women's Studies - as with Black Studies, any course which specified "women" or "communication between the sexes" was placed here.

Any specialization which did not fit into one of the above categories was placed in the category of "other." In the 1975 sample of listings, only five descriptions had to be placed in that category.

A category entitled "Multiple Listing or Administrative" was developed to reflect those descriptions which listed responsibilities other than teaching or research. "Chairpersons" and "Deans" were indicated here, as well as requests for curriculum planning, supervision and/or direction of programs, and supervision and/or counseling or students. In addition, responsibilities such as "supervise FM radio station" were labeled "station and equipment management." If a listing included more than five specialization categories, and did not include any administrative responsibilities, a multiple listing category was indicated.

Finally, salary range was coded by listing the low figure and high figure in the range to the nearest hundred dollars. The absence of a salary listing was coded, as well as

those listings which stated that salary was negotiable.

Coding

Over a two-day period, twenty-five volunteer College of Communication students coded 2017 job listings from August, 1973, through July, 1977. (See sample coding sheets, Appendix I.) After a two-hour training period, during which coders performed practice codings over actual samples of job listings, an intercoder reliability check was performed. Using five randomly selected job listings, all categories were coded, including the month and year of the bulletin. (The first listing was numbered 001, the second 002, etc.) The number of correct responses over the total number of responses was tabulated. Considering each variable to be independent, there were 1798 correct responses out of 1875 total responses (95.89%). Examining them as independent except for the third, fourth and fifth specialization variables, the total correct responses was 1423 out of a total of 1500 (94.87%). The percent of correct responses to total responses for each variable is as follows:

	Correct	Total	Percent
Month	121	125	96.8
Year	122	125	97.6
Position #	119	125	95.2
Institution	121	125	96.8
State	116	125	92.8
Rank	122	125	97.6
Spec. I	119	125	95.2
Spec. II	117	125	93.6
Spec. III	125	125	100.0
Spec. IV	125	125	100.0
Spec. V	125	125	100.0
Administrative	104	125	83.2
Requirement	120	125	96.0
Low Sal.	119	125	95.2
High Sal.	123	125	98.4

The "Multiple Listing-Administrative" category proved to be the least reliable. Coders were reinstructed concerning administration placement. However, since the proportion of correct responses was only 83.2 percent, a second reliability check was not administered.

In October, 1977, content analysis of the *BULLETINS* was completed back to August, 1967. The best coders from the earlier coding session were employed.

Overall Results

A total of 5837 job listings were coded for the ten year period of August, 1967, through July, 1977. During that time, the number of positions listed steadily decreased from a high of 820 in the period from August, 1967, through July, 1968, to a low of 425 in the period from August, 1972, through July, 1973. Since then the number of jobs has gradually increased, with 543 listings from August, 1976 through July, 1977.

Over the ten years, the mid-western states (36.1%) and the southern states (21.6%) accounted for the majority of listings (see Appendix 2). Sixty-one percent of the jobs offered positions of instructor or assistant professor. Forty-five percent of the jobs advertised required some curriculum planning or program supervision. Graduates with Ph.D. degrees (24.4%) and Ph.D. degrees with experience (24.7%) were sought most often, with M.A. degrees appearing third (21.2%).

The specialization category of speech fundamentals was the most mentioned category over the ten years, with a total of 2502 listings. Theatre came second, with 1954 mentions. Third and fourth were broadcasting (974 mentions) and debate/discussion (973). Fifth was communication and communication theory with 644 mentions.

Analysis by Time Frame

The ten years coded were broken down into time frames according to the academic year of August through July. The ten time frames are:

Time Frame One (T_1) = August, 1967 - July, 1968
Time Frame Two (T_2) = August, 1968 - July, 1969
Time Frame Three (T_3) = August, 1969 - July, 1970
Time Frame Four (T_4) = August, 1970 - July 1971
Time Frame Five (T_5) = August, 1971 - July, 1972
Time Frame Six (T_6) = August, 1972 - July, 1973
Time Frame Seven (T_7) = August, 1973 - July, 1974
Time Frame Eight (T_8) = August, 1974 - July, 1975
Time Frame Nine (T_9) = August, 1975 - July, 1976
Time Frame Ten (T_{10}) = August, 1976 - July, 1977

Following is a brief summary statement of each variable according to time frame analysis:

Institution

The SCA Placement Service *BULLETIN* is used primarily by colleges and universities. An average of 93.7% of the listings are placed by those institutions; that average remained stable over the ten years. The remainder of the listings are basically from community and junior colleges (average 4.9%). (See Table 1.)

States

States were broken into regions for analysis. (Appendix 2) Numbers of job listings in each region have remained relatively stable with the Mid-Western and Southern regions advertising most frequently. A possible decrease in positions can be seen in the New England region, which moved from 6.1% of listings in T_1 to 3.5% in T_{10}. The Southwestern states have increased hiring, from 6.1% of the jobs listed in T_1 to 9.6% in T_{10}. (See Table 2).

Rank

Offerings of "Professor" and "Associate Professor" have remained stable. The most dramatic increase is found in the percentage of offerings for Assistant Professors. In T_1, 20.1% of listings offered that rank. Between 1970 and 1972 the percentage jumped to 28.9% and has continued a steady rise to 40.7% in T_{10}. The offerings for the rank of Instructor have decreased from 18.8% in T_1 and 20.4% in T_2 to 14.9% in T_{10}. Those listings which offer "Instructor or Assistant Professor" ranks have also decreased, from 29.7% in T_6 to 20.8% in T_{10} (See Table 3).

Specializations

Looking at each area of specialization and its percentage of the total jobs listed in each time frame, one can see that certain specializations have steadily increased. Advertising (.2%-T_1 to 2.2% - T_{10}), Broadcasting (10.1%-T_1 to 25.4%-T_{10}), Communication and Communication Theory (6.6%-T_1 to 16.2%-T_{10}), Interpersonal Communication (.5%-T_1 to 6.1%-T_{10}), Mass Communication (1.6%-T_1 to 13.8%-T_{10}), and Organizational Communication (.5%-T_1 to 5.9%-T_{10}) appear to fit that description. Likewise, certain specializations have decreased in the percentage of total jobs listed. The specialization listed as "Clinic" reached a high in T_5 of 3.5% and has since decreased to 1.3% in Time Frame 10. Oral Interpretation is mentioned more often up to T_6 - 8%, and has slightly decreased to 5.3% in T_{10}. Speech Education has decreased from a high of 5% in T_1 to 2.2% in T_{10}. And Theatre listings accounted for 40% of the total jobs in T_5, but only 26.2% of jobs in T_{10}.

Several new areas of specialization appeared during the ten year period. Specializations specifically mentioning Black Studies first appeared in T_3 (.4%), increased to 1.2% in T_6, and have moved back to .4% in T_9 and T_{10}. Intercultural communication is mentioned first in T_2 (.3%), and appears to have remained stable in the last five time frames, averaging 1.3% during those five years. Non-verbal communication is first listed in T_6 (.5%) and has risen to 1.7% in T_{10}. Women's Studies are first mentioned in T_7, but only account for five listings over those last four years. Certain categories appear to have peaked in the middle of the ten year period, yet have remained relatively stable since. For example, Discussion/Debate peaked in T_2 (22%), and has decreased, yet remained stable at 13.2%-T_9 and 14.4%-T_{10}. Rhetoric reached 10% of the listings in T_2, and has leveled off to 5.2% in T_8, T_9, and 4.6% in T_{10}. Speech Fundamentals is a large area, with 53.5% mentions in T_2. Over the past five years it has been lower, but stable, ending at 34.8% in T_{10}. (For more specific analysis, and information about categories of specialization not mentioned here, please turn to Table 4.)

Relationship Between Specialization Variables

One obvious question to be posed is, "What is the relationship among the areas of specialization requested in the job listings?" By means of factor analysis, several clusters of specializations emerged. The clusters indicate groupings of the particular fields of study which are often requested together. Because of the dependent nature of the listing of specializations, an oblique factor rotation was used to identify the factors. The factors which were specified include the following:

Factor 1: Interpersonal Communication, Organizational Communication and Small Group Studies are often mentioned together.

Factor 2: Broadcasting and Mass Communication are mentioned together, sometimes with the inclusion of Film Studies or Journalism.

Factor 3: Speech departments are interested in a person with combined training in Speech Fundamentals and Debate. Theatre is also mentioned in this factor.

Factor 4: Clinic and Language specializations are listed together.

Factor 5: Schools are interested in hiring individuals who are trained in Oral Interpretation as well as Voice and Diction.

Factor 6: Applied Research, that is, specifically conducting research, loaded in a factor by itself.

Factor 7: Communication and teaching Research Design specializations were typically listed together.

Factor 8: Speech Education loaded into a factor by itself.

Factor 9: The study of Intercultural Communication and Women's Studies were listed together by Speech Departments.

Factor 10: Instructional Media loaded into a factor by itself.

Factor 11: Special Speech loaded into a factor by itself.

Factor 12: Advertising and Visual Communication specializations are usually listed together.

Administrative Duties

Positions for Chairpersons rose in the years of 1970-73, from 2.9% in T_1 to 5.3% in T_4, 4.6% in T_5, and 4.2% in T_6. Jobs requiring counseling and supervision of students increased from 1971-73, then appear to drop off with a slight increase again from 1975-77. Those positions requiring curriculum development and supervision of programs have decreased from a high of 74% in T_2 to 30.6% in T_{10}. There were no listings for Deans in T_6 and T_7, though the following years have more openings than the earlier time frames. Requests for station managers paralleled an increase in Broadcasting from T_6 through T_8, then appear to level off (3.5%-T_{10}). (See Table 5)

Requirements for the Position

Positions for graduates with B.A. degrees are few, averaging .7% over the ten years. Most dramatic is the decrease in openings for Masters degree graduates, from a high of 31.7% of the positions listed in T_2 to a low of 9.9% in T_{10}. Correspondingly, requests for Ph.D. degree holders with experience have risen from a low of 12.7% in T_2 to a high of 41.6% in T_{10}. Listings which mentioned only a Ph.D. degree have decreased slightly, from 33% in T_4 to 19% in T_{10}. A similar decrease can be seen in the listings for MA graduates with experience. Interestingly, institutions are still listing some positions as open to "Ph.D. or MA" graduates. This listing decreased to a low of 1.2% in T_4 but has increased, with slight fluctuation, to 12.5% of the listings in T_{10}. (See Table 6)

Salaries

Overall, salaries increased steadily from T_1 to T_{10}. The median salary range offered in Time Frame 10 is $12,600 to $13,500. This is compared with a median salary range of $7,600 to $8,500 in T_1. From T_3 through T_6 the median salary range held constant at $9,600 - $10,500. (See Table 7)

Cross-Tabulations

The analysis of data included cross-tabluating certain variables by other variables. In keeping with the trend analysis, three periods were set up for comparison of cross-tabulations. For convenience, the periods selected were first the academic years of August, 1967 through July, 1970; second, the academic years of August, 1970, through July, 1974; third the academic years of August, 1974, through July, 1977. Following is a brief summary of the findings of two cross-tabulations, median salary by region and median salary by rank.

Salary by Region

Median salaries generally increased by one thousand dollars between the first three and middle four years, and increased by two thousand dollars between the middle four years and the last three. There was actually less variation in median salaries in the first three years when six regions had a median salary of $8,600 - $9,500. (Mid-Atlantic, Mid-West, New England, Rocky Mountain, Southern, and Southwest) In the middle four years, the Mid-West, New England, Rocky Mountain, and Southern regions increased to $9.600 - $10,500. The Mid-Atlantic and Southwestern regions increased by two thousand dollars to a median salary range of $10,600 - $11,500. In the third period, the Mid-Atlantic, Mid-West, New England, and Southern regions remained together with a median salary range of $11,600 - $12,500. The Rocky Mountain and Southwestern regions had a higher median salary range of $12,600 - $13,500. The Pacific Coast region started, in the first three years, with a higher median salary range of $9,600 - $10,500, increased to $10,600 - $11,500 in the middle four years, and stands with the Rocky Mountain and Southwestern regions with a range of $12,600 - $13,500 in the last three. Alaska and Hawaii began with a median salary range of $11,600 - $12,500 in the first three years but, interestingly, decreased to a median range of $10,600 - $11,500 in the middle four, yet climbed back to $15,600 - $15,500 in the last three years. (See Tables, 8, 9, 10)

Salary by Rank

When compared with other ranks, the median salary range for Instructors increased the least, and is the lowest. The median salary moved from $7,600 - $8,500 in the first three years to $8,600 - $9,500 during the middle four years, ending at $9,600 - $10,500 for the last three years. The median salary range for ranks advertised as "Instructor.or Assistant" and "Assistant Professor

increased by one thousand dollars from the first three to middle four years, and by two thousand dollars from the middle four to the last three years, ending with ranges of $11,600 - $12,500 and $12,600 - $13,500 respectively. The rank of "Associate Professor" increased by only one thousand dollars over each period, and ended at $13,600 - $14,500. The rank labeled as "Assistant or Associate Professor" started out lower than that labeled as "Associate Professor" but increased by two thousand dollars over each three and four year period to end at the same median range of $13,600 - $14,600. The greatest increase in median salary came in the rank of "Associate Professor or Professor" - from a range of $11,600 - $12,500 in the first three years to a median range of $17,600 - $18,500 in the last three. The rank of "Professor" started at the same median of $11,600 - $12,500 as Associate and Assistant or Associate Professor ranks, increased to a median of $16,600 - $17,500 in the middle four years, but then dropped back to $14,600 - $15,500 in the last three years. (See Tables 11, 12, 13)

Discussion

A look at the total number of job listings for each of the ten years in the study illustrated the degree to which the job market has narrowed in Speech Communication. From T_1 (1967-68) to T_6 (1972-73) the number of positions listed was nearly cut in half, and has not risen appreciably since then. Accordingly, salaries hit a plateau during the lean years, with no increase in median salary from 1969-1973. Median salaries over the ten year period have increased approximately $5,000, which would barely seem to be keeping up with inflation.

Clearly, the seven areas of specialization with greatest current job opportunities are Broadcasting, Discussion/Debate, Speech Fundamentals, Communication Theory, Interpersonal Communication, Mass Communication, and Theatre. The relationships may be especially valuable to counselors and graduate students in speech communication who are mapping out careers. Factors describe groupings of specializations which institutions frequently request. If a student wishes, for example, to teach Organizational Communication, he or she may also need to train in Interpersonal Communication and Small Group Studies.

We note that institutions increasingly wish to hire Ph.D. graduates with experience. Positions for graduates with MA degrees are few. A greater percentage of "Assistant Professors" are being hired in lieu of Associate Professors, Professors, or Instructors.

Future Analysis

Further evaluation of the data bank will include more in-depth contingency analysis of specializations, more complete time-trend analysis, projections, analysis by regions, and analysis of each individual specialization.[6]

Footnotes

[1]Malthon M. Anapol and H. Thomas Hurt, "Graduate Study in Speech 1966-1971," *The Speech Teacher*, January, 1973, Vol. 22, p. 18.

[2]Eugene E. White, "Prospectus for the Future: Changing Continuity," *The Speech Teacher*, March, 1974, Vol. 23, p. 140.

[3]Anapol and Hurt, *op.cit.*, p. 19.

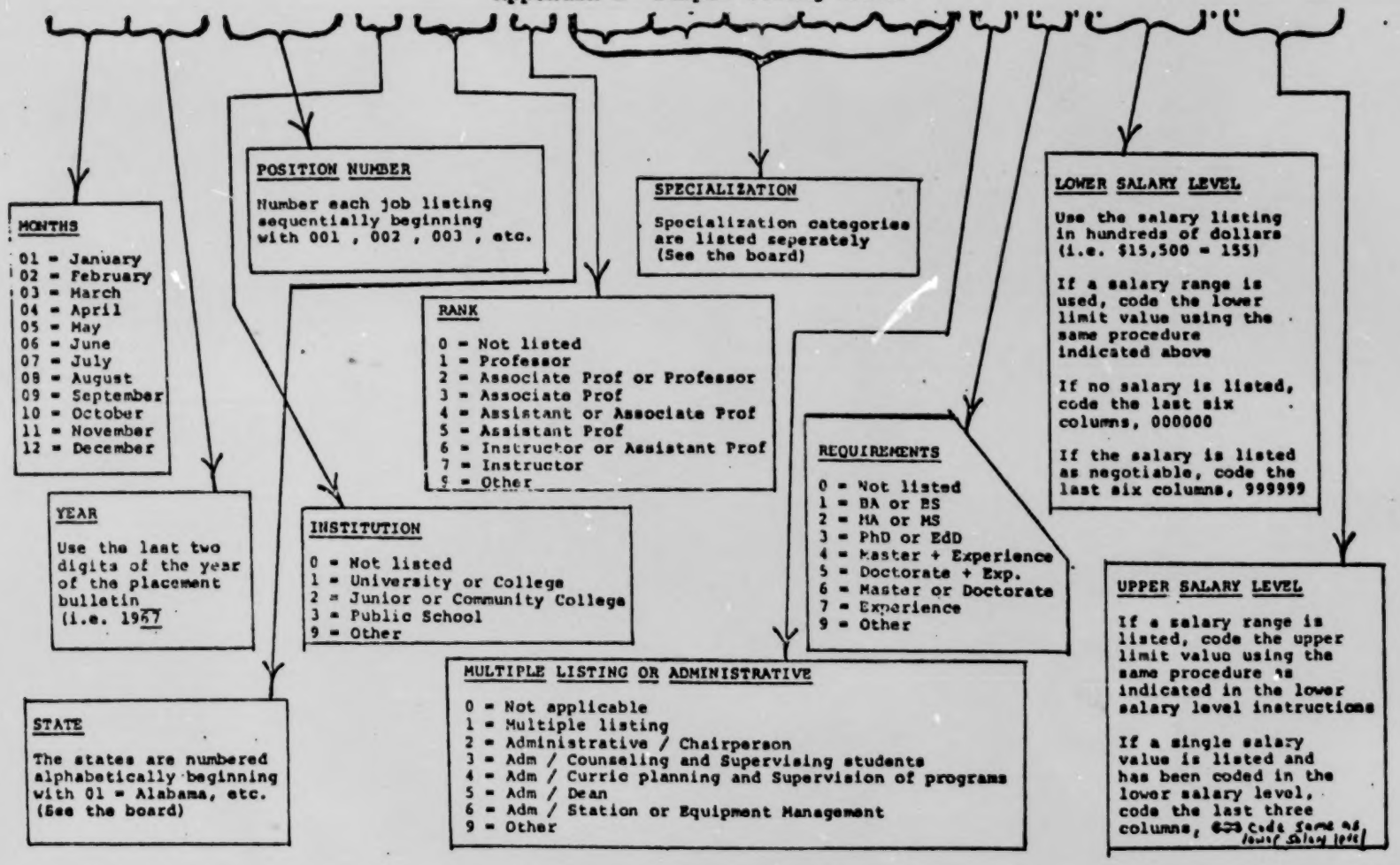
[4]*Ibid*, p. 20.

[5]Cal W. Downs and Michael W. Larimer, "The Status of Organizational Communication in Speech Departments," *The Speech Teacher*, November, 1974, Vol. 23, p. 325.

[6]The authors wish to thank Dr. Robert Hall for providing us with the Speech Communication Placement Service Bulletins for the past ten years.

We also wish to thank our coders, and other helpers, without whom this project would have been impossible. Cheryl Ballard, Cheryl Bryan, Terry Davis, Liz DeValerio, Christell Doyle, Gregory Grady, Dan Gorby, George Hand, Sandra Hollingsworth, Mary Jackson, Cathy Jessie, Page Jolly, Betsy Koppen, Verlie Lawson, Laura McNiff, Debra McClintock, Patty Mears, Steve Premack, Terry Posmer, Rick Riley, Barry Rubin, Jay Surles, Barbara Thompson, Lisa Trimet, Dawn Tucci, Cassandra Tuggle, Jennifer Walker, Ginger Wood.

Appendix I- sample coding sheet


MONTHS
01 = January
02 = February
03 = March
04 = April
05 = May
06 = June
07 = July
08 = August
09 = September
10 = October
11 = November
12 = December
POSITION NUMBER
Number each job listing sequentially beginning with 001 , 002 , 003 , etc.
SPECIALIZATION
Specialization categories are listed seperately (See the board)
LOWER SALARY LEVEL
Use the salary listing in hundreds of dollars (i.e. $15,500 = 155)
If a salary range is used, code the lower limit value using the same procedure indicated above
If no salary is listed, code the last six columns, 000000
If the salary is listed as negotiable, code the last six columns, 999999
RANK
0 = Not listed
1 = Professor
2 = Associate Prof or Professor
3 = Associate Prof
4 = Assistant or Associate Prof
5 = Assistant Prof
6 = Instructor or Assistant Prof
7 = Instructor
9 = Other
REQUIREMENTS
0 = Not listed
1 = BA or BS
2 = MA or MS
3 = PhD or EdD
4 = Master + Experience
5 = Doctorate + Exp.
6 = Master or Doctorate
7 = Experience
9 = Other
YEAR
Use the last two digits of the year of the placement bulletin (i.e. 1967
INSTITUTION
0 = Not listed
1 = University or College
2 = Junior or Community College
3 = Public School
9 = Other
UPPER SALARY LEVEL
If a salary range is listed, code the upper limit value using the same procedure as indicated in the lower salary level instructions
If a single salary value is listed and has been coded in the lower salary level, code the last three columns, 000 Code same as lower Salary level
STATE
The states are numbered alphabetically beginning with 01 = Alabama, etc. (See the board)
MULTIPLE LISTING OR ADMINISTRATIVE
0 = Not applicable
1 = Multiple listing
2 = Administrative / Chairperson
3 = Adm / Counseling and Supervising students
4 = Adm / Curric planning and Supervision of programs
5 = Adm / Dean
6 = Adm / Station or Equipment Management
9 = Other

States Broken into Geographic Regions

According to the *World Book Encyclopedia*: (p. 46)

"The United States mainland, excluding Alaska, may be divided into seven main geographic regions. The following geographic groupings of states are based on the state's similarities in climate, physical features, economy, people tradition, and history. Alaska and Hawaii are separate geographic regions."

Middle Atlantic States: New Jersey, New York, Pennsylvania

Midwestern States: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

New Englard: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Pacific Coast States: California, Oregon, Washington

Rocky Mountain States: Colorado, Idaho, Montana, Nevada, Utah, Wyoming

Southern States: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Southwestern States: Arizona, New Mexico, Oklahoma, Texas

Note: These researchers grouped Alaska and Hawaii together. The District of Columbia was grouped with the Middle Atlantic States.

TABLE 1

TYPE OF INSTITUTION HIRING BY
ACADEMIC TIME FRAME, AUGUST-JULY

TIME

INSTITUTION	COUNT / ROW PCT / COL PCT / TOT PCT	TIME ONE 1.	TIME TWO 2.	TIME THREE 3.	TIME FOUR 4.	TIME FIVE 5.	TIME SIX 6.	TIME SEVEN 7.	TIME EIGHT 8.	TIME NINE 9.	TIME TEN 10.	ROW TOTAL
0. Not Lis		1	0	0	0	0	1	0	0	1	1	4
		25.0	0	0	0	0	25.0	0	0	25.0	25.0	.1
		.1	0	0	0	0	.2	0	0	.2	.2	
		.0	0	0	0	0	.0	0	0	.0	.0	
1. Coll		765	739	682	533	411	405	428	496	486	524	5469
		14.0	13.5	12.5	9.7	7.5	7.4	7.8	9.1	8.9	9.6	93.7
		93.3	92.7	92.0	93.7	90.7	95.3	93.9	96.1	94.0	96.5	
		13.1	12.7	11.7	9.1	7.0	6.9	7.3	8.5	8.3	9.0	
2. Comm Coll		26	44	51	31	30	17	25	16	30	17	287
		9.1	15.3	17.8	10.8	10.5	5.9	8.7	5.6	10.5	5.9	4.9
		3.2	5.5	6.9	5.4	6.6	4.0	5.5	3.1	5.8	3.1	
		.4	.8	.9	.5	.5	.3	.4	.3	.5	.3	
3. Pub Scl		11	4	0	1	0	0	2	0	0	0	18
		61.1	22.2	0	5.6	0	0	11.1	0	0	0	.3
		1.3	.5	0	.2	0	0	.4	0	0	0	
		.2	.1	0	.0	0	0	.0	0	0	0	
9. Other		17	10	8	4	12	2	1	4	0	1	59
		28.8	16.9	13.6	6.8	20.3	3.4	1.7	6.8	0	1.7	1.8
		2.1	1.3	1.1	.7	2.6	.5	.2	.8	0	.2	
		.3	.2	.1	.1	.2	0	0	.1	0	.0	
COLUMN TOTAL		820	797	741	569	453	425	456	516	517	543	5837
		14.0	13.7	12.7	9.7	7.8	7.3	7.8	8.8	8.9	9.3	100.0

Table 2

CROSSTABULATION OF
STATES FOR WHICH JOBS ARE LISTED BY ACADEMIC TIME FRAMES, AUGUST-JULY

Count / Row PCT / Col PCT / TOT PCT — STATE	TIME ONE 1.	TIME TWO 2.	TIME THREE 3.	TIME FOUR 4.	TIME FIVE 5.	TIME SIX 6.	TIME SEVEN 7.	TIME EIGHT 8.	TIME NINE 9.	TIME TEN 10.	ROW TOTAL
1. Mid-Atlantic Sta	118 14.2 14.5 2.0	100 12.0 12.5 1.7	116 13.9 15.7 2.0	94 11.3 16.5 1.6	66 7.9 14.6 1.1	64 7.7 15.1 1.1	83 10.8 18.2 1.4	67 8.0 13.0 1.1	60 7.2 11.6 1.0	65 7.8 12.0 1.1	833 14.3
2. Mid-Western Stat	280 13.3 34.3 4.8	303 14.4 38.0 5.2	231 11.0 31.2 4.0	214 10.2 37.6 3.7	164 7.8 36.2 2.8	164 7.8 33.6 2.6	149 7.1 32.7 2.6	203 9.6 39.3 3.5	184 8.7 35.7 3.2	216 10.2 39.9 3.7	2108 36.2
3. New England	50 16.9 6.1 .9	52 17.6 6.5 .9	37 12.5 5.0 .6	30 10.2 5.3 .5	20 6.8 4.4 .3	26 8.8 6.1 .4	25 8.5 5.5 .4	23 7.8 4.5 .4	13 4.4 2.5 .2	19 6.4 3.5 .3	295 5.1
4. Pacific Coast	97 16.7 11.9 1.7	77 13.3 9.7 1.3	89 15.3 12.0 1.5	53 9.1 9.3 .9	38 6.5 8.4 .7	31 5.3 7.3 .5	46 7.9 10.1 .8	54 9.3 10.5 .9	52 9.0 10.1 .9	44 7.6 8.1 .8	581 10.0
5. Rocky Mtn States	46 20.7 5.6 .8	22 9.9 2.8 .4	34 15.3 4.6 .6	18 8.1 3.2 .3	23 10.4 5.1 .4	11 5.0 2.6 .2	24 10.8 5.3 .4	17 7.7 3.3 .3	10 4.5 1.9 .2	17 7.7 3.1 .3	222 3.8
6. Southern States	166 13.2 20.3 2.8	183 14.5 23.0 3.1	162 12.9 21.9 2.8	118 9.4 20.7 2.0	106 8.4 23.4 1.8	88 7.0 20.7 1.5	92 7.3 20.2 1.6	98 7.8 19.0 1.7	122 9.7 23.6 2.1	123 9.8 22.7 2.1	1258 21.6

TABLE 2, Continued

7. Southwestern Sta	50 11.1 6.1 .9	54 12.0 6.8 .9	57 12.7 7.7 1.0	33 7.3 5.8 .6	25 5.6 5.5 .4	37 8.2 8.7 .6	34 7.6 7.5 .6	47 10.5 9.1 .8	60 13.4 11.6 1.0	52 11.6 9.6 .9	449 7.7
8. Alaska-Hawaii	3 7.7 .4 .1	5 12.8 .6 .1	6 15.4 .8 .1	6 15.4 1.1 .1	3 7.7 .7 .1	2 5.1 .5 .0	2 5.1 .4 .0	3 7.7 .6 .1	7 17.9 1.4 .1	2 5.1 .4 .0	39 .7
9. Other	6 13.0 .7 .1	1 2.2 .1 .0	9 19.6 1.2 .2	3 6.5 .5 .1	8 17.4 1.8 .1	2 4.3 .5 .0	1 2.2 .2 .0	4 8.7 .8 .1	8 17.4 1.6 .1	4 8.7 .7 .1	46 .8
COLUMN TOTAL	816 14.0	797 13.7	741 12.7	569 9.8	453 7.8	425 7.3	456 7.8	51 8.8	516 8.8	542 9.3	5831 100.0

Number of Missing Observations = 6

TABLE 3

CROSSTABULATION OF
RANK OF POSITION BEING ADVERTISED BY ACADEMIC TIME FRAME, AUGUST-JULY

RANK	COUNT / ROW PCT / COL PCT / TOT PCT	TIME ONE 1.	TIME TWO 2.	TIME THREE 3.	TIME FOUR 4.	TIME FIVE 5.	TIME SIX 6.	TIME SEVEN 7.	TIME EIGHT 8.	TIME NINE 9.	TIME TEN 10.	ROW TOTAL
Prof	1.	15 19.5 2.6 .3	11 14.3 2.1 .2	11 14.3 1.6 .2	5 6.5 .9 .1	7 9.1 1.5 .1	0 0 0 0	5 6.5 1.1 .1	10 13.0 2.0 .2	9 11.7 1.8 .2	4 5.2 .7 .1	77 1.5
Assoc-Prof	2.	13 6.2 2.3 .2	19 9.1 3.7 .4	20 9.6 3.0 .4	33 15.8 5.8 .6	22 10.5 4.9 .4	20 9.6 4.8 .4	23 11.8 5.1 .4	22 10.5 4.3 .4	19 9.1 3.7 .4	18 8.6 3.3 .3	209 4.8
Associa	3.	25 13.3 4.3 .5	15 8.0 2.9 .3	20 10.6 3.0 .4	18 9.6 3.2 .3	13 6.9 2.9 .2	19 10.1 4.6 .4	23 12.2 5.1 .4	13 6.9 2.6 .2	24 12.8 4.7 .5	18 9.6 3.3 .3	188 3.6
Asst-Asso	4.	86 12.6 14.9 1.6	84 12.3 16.2 1.6	72 10.5 10.7 1.4	96 14.0 17.0 1.8	61 8.9 13.5 1.2	56 8.2 13.5 1.1	46 6.7 10.2 .9	58 8.5 11.5 1.1	62 9.1 12.1 1.2	63 9.2 11.6 1.2	684 13.1
Asst	5.	116 7.8 20.1 2.2	109 7.3 21.0 2.1	122 8.2 18.1 2.3	130 8.8 23.0 2.5	131 8.8 28.9 2.5	117 7.9 28.3 2.2	162 10.9 35.9 3.1	181 12.2 25.8 3.5	194 13.1 37.7 3.7	221 14.9 40.7 4.2	1483 28.4
Inst-Asst	6.	116 9.7 20.1 2.2	131 11.0 25.2 2.5	110 9.2 16.3 2.1	145 12.2 25.6 2.8	124 10.4 27.4 2.4	123 10.3 29.7 2.4	93 7.8 20.6 1.8	129 10.8 25.5 2.5	108 9.1 21.0 2.1	113 9.5 20.8 2.2	1192 22.9

TABLE 3, Continued

Inst	7.	108 12.4 18.6 2.1	106 12.1 20.4 2.0	90 10.3 13.4 1.7	114 13.0 20.1 2.2	73 8.4 16.1 1.4	69 7.9 16.7 1.3	81 9.3 18.0 1.6	72 8.2 14.2 1.4	80 9.2 15.6 1.5	81 9.3 14.9 1.6	874 16.8
Other	8.	97 19.1 16.8 1.9	44 8.6 8.5 .8	229 45.0 34.0 4.4	25 4.9 4.4 .5	22 4.3 4.9 .4	10 2.0 2.4 .2	18 3.5 4.0 .3	21 4.1 4.2 .4	18 3.5 3.5 .3	25 4.9 4.6 .5	509 9.8
COLUMN TOTAL		576 11.0	519 10.0	674 12.8	566 10.9	453 8.7	414 7.9	451 8.6	506 9.7	514 9.9	543 10.4	5216 100.0

Number of Missing Observations = 621

TABLE 4

Specializations by Time Frame

	T_1	T_2	T_3	T_4	T_5	T_6	T_7	T_8	T_9	T_{10}	Row Total
Advertising	2 3.7 .2 .0	4 7.4 .5 .1	2 3.7 .3 .0	3 5.6 .5 .1	2 3.7 .4 .0	6 11.1 1.4 .1	3 5.6 .7 .1	7 13.0 1.4 .1	13 24.1 2.5 .2	12 22.2 2.2 .2	54 .9
Applied Research	7 13.5 .9 .1	0 0 0 0	2 3.8 .3 0	0 0 0 0	2 3.8 .4 0	6 11.5 1.4 .1	9 17.3 2.0 .2	12 23.1 2.3 .2	10 19.2 1.9 .2	4 7.7 .7 .1	52 .9
Black Studies	0 0 0 0	0 4 0 0	3 11.1 .4 .1	4 14.8 .7 .1	4 14.8 .9 .1	5 18.5 1.2 .1	1 3.7 .2 0	6 22.2 1.2 .1	2 7.4 .4 0	2 7.4 .4 0	27 .5
Broadcasting	83 8.5 10.1 1.4	103 10.6 12.9 1.8	88 9.0 11.9 1.5	80 8.2 14.1 1.4	79 8.1 17.4 1.4	82 8.4 19.3 1.4	102 10.5 22.4 1.7	112 11.5 21.7 1.9	107 11.0 20.7 1.8	138 14.2 25.4 2.4	974 16.7
Clinic	14 16.7 1.7 .2	7 8.3 .9 .1	8 9.5 1.1 .1	12 14.3 2.1 .2	16 19.0 3.5 .3	6 7.1 1.4 .1	5 6.0 1.1 .1	8 9.5 1.6 .1	1 1.2 .2 0	7 8.3 1.3 .1	84 1.4
Communication & Communication Theory	54 8.4 6.6 .9	53 8.2 6.6 .9	76 12.1 10.5 1.3	63 9.8 11.1 1.1	53 8.2 11.7 .9	57 8.9 13.4 1.0	62 9.6 13.6 1.1	67 10.4 13.0 1.1	69 10.7 13.3 1.2	88 13.7 16.2 1.5	644 11.0
Debate/Discussion	154 15.8 18.8 2.6	175 18.0 22.0 3.0	124 12.7 16.7 2.1	98 10.1 17.2 1.7	76 7.8 16.8 1.3	73 7.5 17.2 1.3	61 6.3 13.4 1.0	66 6.8 12.8 1.1	68 7.0 13.2 1.2	78 8.0 14.4 1.3	973 16.7

TABLE 4, Continued

Film	8 4.4 1.0 .1	12 6.6 1.5 .2	22 12.0 3.0 .4	19 10.4 3.3 .3	13 7.1 2.9 .2	21 11.5 4.4 .4	27 14.8 5.9 .5	15 8.2 2.9 .3	20 10.9 3.9 .3	26 14.2 4.8 .4	183 3.1
Instructional Media	2 15.4 .2 0	1 7.7 .1 0	0 0 0 0	1 7.7 .2 0	1 7.7 .2 0	0 0 0 0	0 0 0 0	1 7.7 .2 0	3 23.1 .6 .1	4 30.8 .7 .1	13 .2
Intercultural	0 0 0 0	2 4.7 .3 0	0 0 0 0	6 14.0 1.1 .1	1 2.3 .2 0	7 16.3 1.6 .1	7 16.3 1.5 .1	6 14.0 1.2 .1	7 16.3 1.4 .1	7 16.3 1.3 .1	43 .7
Interpersonal	4 1.1 .5 .1	6 1.6 .8 .1	4 1.1 .5 .1	21 5.6 3.7 .4	36 9.5 7.9 .6	36 9.5 8.5 .6	56 14.9 12.3 1.0	52 13.8 10.1 .9	81 21.5 15.7 1.4	81 21.5 14.9 1.4	377 6.5
Journalism	4 2.7 .5 .1	10 6.8 1.3 .2	7 4.8 .9 .1	7 4.8 1.2 .1	21 14.4 4.6 .4	12 8.2 2.8 .2	12 8.2 2.6 .2	24 16.4 4.7 .4	16 11.0 3.1 .3	33 22.6 6.1 .6	146 2.5
Language	22 13.4 2.7 .4	9 5.5 1.1 .2	15 9.1 2.0 .3	22 13.4 3.9 .4	22 13.4 4.9 .4	15 9.1 3.5 .3	14 8.5 3.1 .2	16 9.8 3.1 .3	16 9.8 3.1 .3	13 7.9 2.4 .2	164 2.8
Mass Communication	13 3.6 1.6 .2	14 3.9 1.8 .2	13 3.6 1.8 .2	24 6.7 4.2 .4	32 9.0 7.1 .5	37 10.4 8.7 .6	45 12.6 9.9 .8	47 13.2 9.1 .8	57 16.0 11.0 1.0	15 21.0 13.8 1.3	357 6.1

TABLE 4, continued

Non-verbal	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 5.9 .5 .0	3 10.3 .7 .1	5 17.2 1.0 .1	10 34.5 1.9 .2	9 31.0 1.7 .2	29 .5
Oral Interpretation	61 13.6 7.4 1.0	65 14.5 8.2 1.1	67 15.0 9.0 1.1	50 11.2 8.8 .9	44 9.8 9.7 .8	34 7.6 8.0 .6	22 4.9 4.8 .4	30 6.7 5.8 .5	46 10.3 8.9 .8	29 6.5 5.3 .5	448 7.7
Organizational Communication	4 3.0 .5 .1	3 2.2 ..4 .1	3 2.2 .4 .1	11 8.2 1.9 .2	5 3.7 1.1 .1	13 9.7 3.1 .2	18 13.4 3.9 .3	19 14.2 3.7 .3	26 19.4 5.0 .4	32 23.9 5.9 .5	134 2.3
Persuasion	10 5.8 1.2 .2	15 8.7 1.9 .3	14 8.1 1.9 .2	25 14.5 4.4 .4	12 3.9 2.6 .2	13 7.5 3.1 .2	18 10.4 3.9 .3	24 13.9 4.7 .4	18 10.4 3.5 .3	24 13.9 4.4 .4	173 3.0
Research Design	22 10.7 2.7 .4	22 10.7 2.8 .4	14 6.8 1.9 .2	17 8.3 3.0 .3	9 4.4 2.0 .2	17 8.3 4.0 .3	18 8.8 3.9 .3	19 9.3 3.7 .3	31 15.1 6.0 .5	36 17.6 6.6 .6	205 3.5
Rhetoric	70 15.8 8.5 1.2	80 18.1 10.0 1.4	88 19.0 9.3 1.2	54 12.2 9.5 .9	22 5.4 4.9 .4	38 8.6 8.4 .7	30 6.8 6.0 .5	27 6.1 5.2 .9	27 6.1 5.2 .5	25 5.7 4.6 .4	442 7.6
Small Group	0 0 0 0	8 3.7 1.0 .1	15 7.0 2.0 .3	24 11.2 4.2 .4	15 7.0 3.3 .3	17 7.9 4.0 .3	28 13.0 6.1 .6	34 15.8 6.6 .6	37 17.2 7.2 .6	37 17.2 6.8 .6	215 3.7

TABLE 4, Continued

Special Speech	12 15.4 1.5 .2	7 9.0 .9 .1	5 6.4 .7 .1	10 12.8 1.8 .2	7 9.0 1.5 .1	5 6.4 1.2 .1	7 9.0 1.5 .1	6 7.7 1.2 .1	11 14.1 2.1 .2	8 10.3 1.5 .1	78 1.3
Speech Fundamentals	410 16.4 50.0 7.0	425 17.0 53.3 7.3	335 13.4 45.2 5.7	265 10.6 46.6 4.5	201 8.0 44.4 3.4	164 6.6 38.6 2.8	154 6.2 33.8 2.6	181 7.2 35.1 3.1	178 7.1 34.4 3.0	169 7.6 34.8 3.2	2502 42.9
Speech Education	41 18.6 5.0 .7	26 11.6 3.3 .4	31 14.0 4.2 .5	28 12.7 4.9 .5	15 6.8 3.8 .3	20 9.0 4.7 .3	14 6.3 3.1 .2	18 8.1 3.5 .3	16 7.2 3.1 .3	12 5.4 2.2 .2	221 3.8
Theatre	264 13.5 32.2 4.5	305 15.6 38.3 5.2	265 13.6 35.8 4.5	196 10.0 34.4 3.4	181 9.3 40.0 3.1	146 7.5 34.4 2.5	126 6.4 27.6 2.2	169 8.6 32.8 2.9	160 8.2 30.9 2.7	142 7.3 26.2 2.4	1954 33.5
Visual Communicatior	0 0 0 0	0 0 0 0	1 6.7 .1 0	0 0 0 0	0 0 0 0	3 20.0 .7 .1	0 0 0 0	7 46.7 1.4 .1	0 0 0 0	4 25.7 .7 .1	15 .3
Voice & Diction	27 11.8 3.3 .5	32 14.0 4.0 .5	17 7.5 2.3 .3	29 12.7 5.1 .5	32 14.0 7.1 .5	16 7.0 3.8 .3	13 5.7 2.9 .2	18 7.9 3.5 .3	17 7.5 3.3 .3	27 11.8 5.0 .5	228 3.9
Women's Studies	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 20.0 .2 .0	2 40.0 .4 .0	1 20.0 .2 .0	1 20.0 .2 .8	5 .1

TABLE 4, Continued

Other	21 10.0 2.6 .4	4 1.9 .5 .1	13 6.2 1.8 .2	10 4.8 1.8 .2	36 17.2 7.9 .6	26 12.4 6.1 .4	8 3.8 1.8 .1	30 14.4 5.8 .5	33 15.8 6.4 .6	28 13.4 5.2 .5	209 3.6
COLUMN TOTAL	820 14.0	797 13.7	741 12.7	569 9.7	453 7.8	425 7.3	456 7.8	516 8.8	517 8.9	543 9.3	5837 100.0

TABLE 5

CROSSTABULATION OF
ADDITIONAL ADMINISTRATIVE DUTIES BY ACADEMIC TIME FRAME, AUGUST-JULY

ADMIN		TIME TIME ONE 1.	TIME TWO 2.	TIME THREE 3.	TIME FOUR 4.	TIME FIVE 5.	TIME SIX 6.	TIME SEVEN 7.	TIME EIGHT 8.	TIME NINE 9.	TIME TEN 10.	ROW TOTAL
NOT APP	0	379 15.7 46.2 6.5	169 7.0 21.2 2.9	271 11.3 36.6 4.6	229 9.5 40.2 3.9	197 8.2 43.5 3.4	175 7.3 41.2 3.0	225 9.3 49.3 3.9	248 10.3 48.1 4.2	225 9.3 43.5 3.9	290 12.0 53.4 5.0	2408 41.3
MULTIPL	1	26 20.8 3.2 .4	0 0 0 0	0 0 0 0	1 .8 .2 0	8 6.4 1.8 .1	25 20.0 5.9 .4	13 10.4 2.9 .2	17 13.6 3.3 .3	19 15.2 3.7 .3	16 12.8 2.9 .3	125 2.1
CHAIR	2	24 12.1 2.9 .4	14 7.0 1.8 .2	25 12.6 3.4 .4	30 15.1 5.3 .5	21 10.6 4.6 .4	18 9.0 4.2 .3	13 6.5 2.9 .2	21 10.6 4.1 .4	18 9.0 3.5 .3	15 7.5 2.8 .3	199 3.4
COUNSEL	3	24 10.1 2.9 .4	14 5.9 1.8 .2	12 5.0 1.6 .2	23 9.7 4.0 .4	31 13.0 6.8 .5	40 16.8 9.4 .7	13 5.5 2.9 .2	19 8.0 3.7 .3	30 12.6 5.8 .5	32 13.4 5.9 .5	238 4.1
PROGPLAN	4	331 12.7 40.4 5.7	590 22.6 74.0 10.1	397 15.2 56.6 6.8	262 10.0 46.0 4.5	182 7.0 40.2 3.1	143 5.5 33.6 2.4	166 6.4 36.4 2.8	182 7.0 35.3 3.1	195 7.5 37.7 3.3	166 6.4 30.6 2.8	2614 44.8
DEAN	5	3 9.7 .4 .1	6 19.4 .8 .1	3 9.7 .4 .1	3 9.7 .5 .1	2 6.5 .4 .0	0 0 0 0	0 0 0 0	5 16.1 1.0 .1	6 19.4 1.2 .1	3 9.7 .6 .1	31 .5

TABLE 5, Continued

STA MAN	6	19 10.3 2.3 .3	4 2.2 .5 .1	28 15.2 3.8 .5	20 10.9 3.5 .3	9 4.9 2.0 .2	22 12.0 5.2 .4	19 10.3 4.2 .3	24 13.0 4.7 .4	20 10.9 3.9 .3	19 10.3 3.5 .3	184 3.2
OTHER	9	14 36.8 1.7 .2	0 0 0 0	5 13.2 .7 .1	1 2.6 .2 0	3 7.9 .7 .1	2 5.3 .5 0	7 18.4 1.5 .1	0 0 0 0	4 10.5 .8 .1	2 5.3 .4 0	38 .7
COLUMN TOTAL		820 14.0	797 13.7	741 12.7	569 9.7	453 7.8	425 7.3	456 7.8	516 8.8	517 8.9	543 9.3	5837 100.0

TABLE 6

CROSSTABULATION OF
REQUIREMENTS FOR THE POSITION BY ACADEMIC TIME FRAME, AUGUST-JULY

REQUIR	COUNT / ROW PCT / COL PCT / TOT PCT	TIME ONE 1.	TIME TWO 2.	TIME THREE 3.	TIME FOUR 4.	TIME FIVE 5.	TIME SIX 6.	TIME SEVEN 7.	TIME EIGHT 8.	TIME NINE 9.	TIME TEN 10.	ROW TOTAL
NOT LIST	0	101 38.0 12.3 1.7	68 25.6 8.5 1.2	30 11.3 4.0 .5	7 2.6 1.2 .1	9 3.4 2.0 .2	7 2.6 1.6 .1	5 1.9 1.1 .1	9 3.4 1.7 .2	26 9.8 5.0 .4	4 1.5 .7 .1	266 4.6
BA	1	11 26.2 1.3 .2	9 21.4 1.1 .2	3 7.1 .4 .1	3 7.1 .5 .1	2 4.8 .4 .0	2 4.8 .5 .0	3 7.1 .7 .1	6 14.3 1.2 .1	1 2.4 .2 .0	2 4.8 .4 .0	42 .7
MA	2	182 14.7 22.2 3.1	253 20.4 31.7 4.3	216 17.4 29.1 3.7	172 13.9 30.2 2.9	92 7.4 20.3 1.6	74 6.0 17.4 1.3	66 5.3 14.5 1.1	81 6.5 15.7 1.4	48 3.9 9.3 .8	54 4.4 9.9 .9	1238 21.2
PHD	3	185 13.0 22.6 3.2	176 12.3 22.1 3.0	205 14.4 27.7 3.5	188 13.2 33.0 3.2	135 9.5 29.8 2.3	124 8.7 29.2 2.1	111 7.8 24.3 1.9	111 7.8 21.5 1.9	89 6.2 17.2 1.5	103 7.2 19.0 1.8	1427 24.4
MA-EXP	4	99 11.0 12.1 1.7	141 15.7 17.7 2.4	122 13.6 16.5 2.1	79 8.8 13.9 1.4	75 8.4 16.6 1.3	66 7.4 15.5 1.1	75 8.4 16.4 1.3	67 7.5 13.0 1.1	97 10.8 15.8 1.7	76 8.5 14.0 1.3	897 15.4
PHD-EXP	5	148 10.3 18.0 2.5	101 7.0 12.7 1.7	121 8.4 16.3 2.1	105 7.3 18.5 1.8	97 6.7 21.4 1.7	100 6.9 23.5 1.7	154 10.7 33.8 2.6	189 13.1 36.6 3.2	198 13.8 38.3 3.4	226 15.7 41.6 3.9	1439 24.7

TABLE 6, Continued

MA-PHD	6	67 16.2 8.2 1.1	37 9.0 4.6 .6	25 6.1 3.4 .4	7 1.7 1.2 .1	36 8.7 7.9 .6	45 10.9 10.6 .8	39 9.4 8.6 .7	42 10.2 8.1 .7	47 11.4 9.1 .8	68 16.5 12.5 1.2	413 7.1
EXP	7	16 20.3 2.0 .3	11 13.9 1.4 .2	15 19.0 2.0 .3	4 5.1 .7 .1	5 6.3 1.1 .1	6 7.6 1.4 .1	2 2.5 .4 .0	10 12.7 1.9 .2	8 10.1 1.5 .1	2 2.5 .4 .0	79 1.4
OTHER	9	11 30.6 1.3 .2	1 2.8 .1 .0	4 11.1 .5 .1	4 11.1 .7 .1	2 5.6 .4 .0	1 2.8 .2 .0	1 2.8 .2 .0	1 2.8 .2 .0	3 8.3 .6 .1	8 22.2 1.5 .1	36 .6
COLUMN TOTAL		820 14.0	797 13.7	741 12.7	569 9.7	453 7.8	425 7.3	456 7.8	516 8.8	517 8.9	543 9.3	5837 100.0

TABLE 7

CROSSTABULATION OF
THE AVERAGE SALARY OFFERED PER POSITION BY ACADEMIC TIME FRAME, AUGUST-JULY

SALARY / TIME	TIME ONE 1.	TIME TWO 2.	TIME THREE 3.	TIME FOUR 4.	TIME FIVE 5.	TIME SIX 6.	TIME SEVEN 7.	TIME EIGHT 8.	TIME NINE 9.	TIME TEN 10.	ROW TOTAL
1. LESS THAN $7,500	141 39.2 28.5 3.0	85 23.6 20.0 1.8	33 9.2 6.8 .7	25 6.9 5.2 .5	26 7.2 5.8 .6	15 4.2 3.6 .3	13 3.6 2.9 .3	13 3.6 2.6 .3	8 2.2 1.6 .2	1 .3 .2 .0	360 7.7
2. $7,600 - $8,500	107 24.2 21.7 2.3	70 15.8 16.5 1.5	66 14.9 17.6 1.4	75 17.0 15.6 1.6	55 12.4 12.2 1.2	27 6.1 6.4 .6	18 4.1 4.0 .4	15 3.4 3.0 .3	8 1.8 1.6 .2	1 .2 .2 .0	442 9.5
3. $8,600 - $9,500	105 16.7 21.3 2.3	81 12.9 19.1 1.7	69 11.0 18.4 1.5	77 12.3 18.0 1.7	78 12.4 17.3 1.7	72 11.5 17.1 1.5	63 10.0 14.0 1.4	41 6.5 8.1 .9	30 4.8 5.9 .6	12 1.9 2.2 .3	628 13.5
4. $9,600 - $10,500	78 9.6 15.8 1.7	96 11.9 22.6 2.1	80 9.9 21.3 1.7	101 12.5 21.0 2.2	103 12.7 22.9 2.2	100 12.3 23.8 2.1	72 8.9 16.0 1.5	76 9.4 15.0 1.6	61 7.5 12.0 1.3	43 5.3 7.9 .9	810 17.4
5. $10,600 - $11,500	36 4.7 7.3 .8	44 5.8 10.4 .9	67 8.8 17.8 1.4	83 10.8 17.3 1.8	86 11.2 19.1 1.8	89 11.6 21.2 1.9	118 15.4 26.2 2.5	87 11.4 17.1 1.9	79 10.3 15.5 1.7	76 9.9 14.0 1.6	765 16.4
6. $11,600 - $12,500	13 2.1 2.6 .3	22 3.5 5.2 .5	29 4.6 7.7 .6	47 7.5 9.8 1.0	43 6.9 9.6 .9	40 6.4 9.5 .9	59 9.4 13.1 1.3	118 18.9 23.2 2.5	127 20.3 24.9 2.7	127 20.3 23.5 2.7	625 13.4

TABLE 7, Continued

7. $12,600 - $13,500	5 1.2 1.0 .1	10 2.5 2.4 .2	10 2.5 2.7 .2	21 5.2 4.4 .5	15 3.7 3.3 .3	29 7.1 6.9 .6	42 10.3 9.3 .9	61 15.0 12.0 1.3	92 22.6 18.0 2.0	122 30.0 22.6 2.6	407 8.7
8. $13,600 - $14,500	3 1.4 .6 .1	6 2.8 1.4 .1	10 4.6 2.7 .2	14 6.5 2.9 .3	17 7.8 3.8 .4	8 3.7 1.9 .2	17 7.8 3.8 .4	37 17.1 7.3 .8	43 19.8 8.4 .9	62 28.6 11.5 1.3	217 4.7
9. $14,600 - $15,500	2 1.4 .4 .0	8 5.7 1.9 .2	4 2.8 1.1 .1	15 10.6 3.1 .3	6 4.3 1.3 .1	22 15.6 5.2 .5	12 8.5 2.7 .3	16 11.3 3.1 .3	20 14.2 3.9 .4	36 25.5 6.7 .8	141 3.0
10. $15,600 - $16,500	1 1.2 .2 .0	1 1.2 .2 .0	2 2.3 .5 .0	8 9.3 1.7 .2	3 3.5 .7 .1	3 3.5 .7 .1	8 9.3 1.8 .2	15 17.4 3.0 .3	19 22.1 3.7 .4	26 30.2 4.8 .6	86 1.8
11. $16,600 - $17,500	1 2.4 .2 .0	0 0 0 0	2 4.8 .5 .0	4 9.5 .8 .1	10 23.8 2.2 .2	3 7.1 .7 .1	7 16.7 1.6 .2	5 11.9 1.0 .1	5 11.9 1.0 .1	5 11.9 .9 .1	42 .9
12. $17,600 - $18,500	1 3.4 .2 .0	2 6.9 .5 .0	0 0 0 0	4 13.6 .8 .1	0 0 0 0	6 20.7 1.4 .1	3 10.3 .7 .1	6 20.7 1.2 .1	2 6.9 .4 .0	5 17.2 .9 .1	29 .6
13. $18,600 - $19,500	1 4.3 .2 .0	0 0 0 0	0 0 0 0	3 13.0 .6 .1	2 8.7 .4 .0	0 0 0 0	3 13.0 .7 .1	4 17.4 .8 .1	3 13.0 .6 .1	7 30.4 1.3 .2	23 .5

TABLE 7, Continued

14. $19,600 - $20,500	0 0 0 0	0 0 0 0	2 6.7 .5 .0	2 6.7 .4 .0	4 13.3 .9 .1	4 13.3 1.0 .1	5 16.7 1.1 .1	5 16.7 1.0 .1	5 16.7 1.0 .1	3 10.0 .6 .1	30 .6
15. $20,600 - $21,500	0 0 0 0	0 0 0 0	1 6.3 .3 .0	2 12.5 .4 .0	1 6.3 .2 .0	1 6.3 .2 .0	2 12.5 .4 .0	0 0 0 0	3 18.8 .6 .1	6 37.5 1.1 .1	16 .3
16. $21,600 - $22,500	0 0 0 0	0 0 0 0	1 10.0 .3 .0	0 0 0 0	0 0 0 0	1 10.0 .2 .0	3 30.0 .7 .1	4 40.0 .8 .1	1 10.0 .2 .0	0 0 0 0	10 .2
17. $22,600 - $23,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 66.7 .4 .0	1 33.3 .2 .0	0 0 0 0	0 0 0 0	3 .1
18. $23,600 - $24,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 12.5 .2 .0	0 0 0 0	2 25.0 .4 .0	1 12.5 .2 .0	1 12.5 .2 .0	3 37.5 .6 .1	8 .2
19. $24,600 - $25,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 33.3 .2 .0	1 33.3 .2 .0	0 0 0 0	1 33.3 .2 .0	3 .1
20. $25,600 - $26,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 33.3 .2 .0	1 33.3 .2 .0	1 33.3 .2 .0	3 .1

TABLE 7, Continued

$26,600 - $27,500 21.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 25.0 .2 .0	1 25.0 .2 .0	0 0 0 0	2 50.0 .4 .0	4 .1
$28,600 - $29,500 23.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 .2 .0	0 0 0 0	1 .0
$29,600 - $30,500 24.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 33.3 .2 .0	2 66.7 .4 .0	3 .1
COLUMN TOTAL	494 10.6	425 9.1	376 8.1	481 10.3	450 9.7	420 9.0	451 9.7	508 10.9	510 11.0	541 11.6	4656 100.0
Number of Missing Observations =	1181										

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TABLE 8

CROSSTABULATION OF
THE AVERAGE SALARY OFFERED PER POSITION BY REGION FOR AUGUST 1967 THRU JULY 1970

SALARY	REGION	COUNT / ROW PCT / COL PCT / TOT PCT	MID-ATLANTIC REG 1.	MID-WESTERN REG 2.	NEW ENGLAND 3.	PACIFIC COAST 4.	ROCKY MTN REGION 5.	SOUTHERN REGIONS 6.	SOUTHWESTERN REG 7.	ALASKA-HAWAII 8.	OTHER 9.	ROW TOTAL
Less Than $7,500	1.		48	83	12	7	17	69	19	0	3	258
			18.6	32.2	4.7	2.7	6.6	26.7	7.4	0	1.2	19.9
			26.5	19.9	16.9	4.0	29.8	25.7	17.8	0	33.3	
			3.7	6.4	.9	.5	1.3	5.3	1.5	0	.2	
$7,600 - $8,500	2.		25	104	17	17	7	48	21	1	3	243
			10.3	42.8	7.0	7.0	2.9	19.8	8.6	.4	1.2	18.8
			13.8	24.9	23.9	9.7	12.3	17.8	19.6	16.7	33.3	
			1.9	8.0	1.3	1.3	.5	3.7	1.6	.1	.2	
$8,600 - $9,500	3.		33	77	25	35	12	49	23	0	1	255
			12.9	30.2	9.8	13.7	4.7	19.2	9.0	0	.4	19.7
			18.2	18.4	35.2	19.9	21.1	18.2	21.5	0	11.1	
			2.6	6.0	1.9	2.7	.9	3.8	1.8	0	.1	
$9,600 - $10,500	4.		23	64	8	74	15	44	24	1	1	254
			9.1	25.2	3.1	29.1	5.9	17.3	9.4	.4	.4	19.6
			12.7	15.3	11.3	42.0	26.3	16.4	22.4	16.7	11.1	
			1.8	4.9	.6	5.7	1.2	3.4	1.9	.1	.1	
$10,600 - $11,500	5.		23	48	4	27	2	31	12	0	0	147
			15.6	32.7	2.7	18.4	1.4	21.1	8.2	0	0	11.4
			12.7	11.5	5.6	15.3	3.5	11.5	11.2	0	0	
			1.8	3.7	.3	2.1	.2	2.4	.9	0	0	
$11,600 - $12,500	6.		13	19	2	8	1	16	4	1	0	64
			20.3	29.7	3.1	12.5	1.6	25.0	6.3	1.6	0	4.9
			7.2	4.5	2.8	4.5	1.8	5.9	3.7	16.7	0	
			1.0	1.5	.2	.6	.1	1.2	.3	.1	0	

TABLE 8, Continued

$12,600 - $13,500	7.	1 4.0 .6 .1	12 48.0 2.9 .9	2 8.0 2.8 .2	1 4.0 .6 .1	0 0 0 0	5 20.0 1.9 .4	3 12.0 2.8 .2	1 4.0 16.7 .1	0 0 0 0	25 1.9	
$13,600 - $14,500	8.	6 31.6 3.3 .5	6 31.6 1.4 .5	0 0 0 0	2 10.5 1.1 .2	1 5.3 1.8 .1	3 15.8 1.1 .2	0 0 0 0	1 5.3 16.7 .1	0 0 0 0	19 1.5	
$14,600 - $15,500	9.	6 42.9 3.3 .5	4 28.6 1.0 .3	1 7.1 1.4 .1	1 7.1 .6 .1	0 0 0 0	1 7.1 .4 .1	0 0 0 0	0 0 0 0	1 7.1 11.1 .1	14 1.1	
15,600 - $16,500	10.	1 25.0 .6 .1	0 0 0 0	0 0 0 0	0 0 0 0	2 50.0 3.5 .2	1 25.0 .4 .1	0 0 0 0	0 0 0 0	0 0 0 0	4 .3	
$16,600 - $17,500	11.	1 33.3 .6 .1	1 33.3 .2 .1	0 0 0 0	1 33.3 .6 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 .2	
$17,600 - $18,500	12.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 86.7 .7 .2	1 33.3 .9 .1	0 0 0 0	0 0 0 0	3 .2	
$18,600 - $19,500	13.	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 .6 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1	

TABLE 8, Continued

$19,600 - $20,500 14.	1 50.0 .6 .1	0 0 0 0	0 0 0 0	1 50.0 .6 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 .2	
$20,600 - $21,500 15.	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 .6 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1	
$21,600 - $22,500 16.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 16.7 .1	0 0 0 0	1 .1	
COLUMN TOTAL	181 14.0	418 32.3	71 5.5	176 13.6	57 4.4	269 20.8	107 8.3	6 .5	9 .7	1294 100.0	

TABLE 9

CROSSTABULATION OF
THE AVERAGE SALARY OFFERED PER POSITION BY REGION FOUR AUGUST 1970 THRU JULY 1974

REGION

SALARY / COUNT / ROW PCT / COL PCT / TOT PCT	MID-ATLANTIC REG 1.	MID-WESTERN REG 2.	NEW ENGLAND 3.	PACIFIC COAST 4.	ROCKY MTN REGION 5.	SOUTHERN REGIONS 6.	SOUTHWESTERN REG 7.	ALASKA-HAWAII 8.	OTHER 9.	ROW TOTAL	
1. LESS THAN $7,500	12 15.2 4.1 .7	23 29.1 3.5 1.3	10 12.7 10.4 .6	2 2.5 1.2 .1	2 2.5 2.8 .1	23 29.1 6.0 1.3	4 5.1 3.2 .2	1 1.3 7.7 .1	2 2.5 18.2 .1	79 4.4	
2. $7,600 - $8,500	15 8.6 5.2 .8	79 45.1 12.2 4.4	11 6.3 11.5 .6	5 2.9 3.1 .3	10 5.7 13.9 .6	39 22.3 10.2 2.2	14 8.0 11.1 .8	0 0 0 0	2 1.1 18.2 .1	175 9.7	
3. $8,600 - $9,500	56 19.3 19.3 3.1	93 32.1 14.3 5.2	16 5.5 16.7 .9	9 3.1 5.6 .5	13 4.5 18.1 .7	80 27.6 20.8 4.4	18 6.2 14.3 1.0	2 .7 15.4 .1	3 1.0 27.3 .2	290 16.1	
4. $9,600 - $10,500	41 10.9 14.1 2.3	142 37.8 21.8 7.9	25 6.6 26.0 1.4	35 9.3 21.9 1.9	15 4.0 20.8 .8	90 23.9 23.4 5.0	25 6.6 19.8 1.4	3 .8 23.1 .2	0 0 0 0	376 20.9	
5. $10,600 - $11,500	43 11.4 14.8 2.4	142 37.8 21.8 7.9	17 4.5 17.7 .9	49 13.0 30.6 2.7	15 4.0 20.8 .8	76 20.2 19.8 4.2	32 8.5 25.4 1.8	2 .5 15.4 .1	0 0 0 0	376 20.9	
6. $11,600 - $12,500	35 18.5 12.1 1.9	60 31.7 9.2 3.3	5 2.6 5.2 .3	35 18.5 21.9 1.9	2 1.1 2.8 .1	32 16.9 8.3 1.8	16 8.5 12.7 .9	2 1.1 15.4 .1	2 1.1 18.2 .1	189 10.5	

TABLE 9, Continued

$12,600 - $13,500	7.	25 23.4 8.6 1.4	42 39.3 6.5 2.3	3 2.8 3.1 .2	8 7.5 5.0 .4	6 5.6 8.3 .3	13 12.1 3.4 .7	8 7.5 6.3 .4	0 0 0 0	2 1.9 18.2 .1	107 5.9	
$13,600 - $14,500	8.	14 25.0 4.8 .8	19 33.9 2.9 1.1	4 7.1 4.2 .2	7 12.5 4.4 .4	1 1.8 1.4 .1	9 16.1 2.3 .5	2 3.6 1.6 .1	0 0 0 0	0 0 0 0	56 3.1	
$14,600 - $15,500	9.	21 38.2 7.2 1.2	13 23.6 2.0 .7	4 7.3 4.2 .2	3 5.5 1.9 .2	4 7.3 5.6 .2	5 9.1 1.3 .3	4 7.3 3.2 .2	1 1.8 7.7 .1	0 0 0 0	55 3.1	
$15,600 - $16,500	10.	11 50.0 3.8 .6	3 13.6 .5 .2	0 0 0 0	4 18.2 2.5 .2	2 9.1 2.8 .1	2 9.1 .5 .1	0 0 0 0	0 0 0 0	0 0 0 0	22 1.2	
$16,600 - $17,500	11.	3 12.5 1.0 .2	10 41.7 1.5 .6	0 0 0 0	2 8.3 1.2 .1	1 4.2 1.4 .1	6 25.0 1.6 .3	1 4.2 .8 .1	1 4.2 7.7 .1	0 0 0 0	24 1.3	
$17,600 - $18,500	12.	2 15.4 .7 .1	7 53.8 1.1 .4	1 7.7 1.0 .1	1 7.7 .6 .1	0 0 0 0	1 7.7 .3 .1	1 7.7 .8 .1	0 0 0 0	0 0 0 0	13 .7	
$18,600 - $19,500	13.	1 12.5 .3 .1	4 50.0 .6 .2	0 0 0 0	0 0 0 0	1 12.5 1.4 .1	1 12.5 .3 .1	0 0 0 0	1 12.5 7.7 .1	0 0 0 0	8 .4	

TABLE 9, Continued

14. $19,600 - $20,500	4 26.7 1.4 .2	8 53.3 1.2 .4	0 0 0 0	0 0 0 0	0 0 0 0	3 20.0 .8 .2	0 0 0 0	0 0 0 0	0 0 0 0	15 .8	
15. $20,600 - $21.500	1 16.7 .3 .1	3 50.0 .5 .2	0 0 0 0	0 0 0 0	0 0 0 0	2 33.3 .5 .1	0 0 0 0	0 0 0 0	0 0 0 0	6 .3	
16. $21,600 - $22,500	2 50.0 .7 .1	1 25.0 .2 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 25.0 .8 .1	0 0 0 0	0 0 0 0	4 .2	
17. $22,600 - $23.500	2 100.0 .7 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 .1	
18. $23,600 - $24,500	2 66.7 .7 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 33.3 .3 .1	0 0 0 0	0 0 0 0	0 0 0 0	3 .2	
19. $24,600 - $25,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 .3 .1	0 0 0 0	0 0 0 0	0 0 0 0	1 .1	
21. $26,600 - $27,500	0 0 0 0	1 100.0 .2 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1	
COLUMN TOTAL	290 16.1	650 36.1	96 5.3	160 8.9	72 4.0	384 21.3	126 7.0	13 .7	11 .6	1802 100.0	

TABLE 10

CROSSTABULATION OF
THE AVERAGE SALARY OFFERED PER POSITION BY REGION FOR AUGUST 1974 THRU JULY 1977

SALARY	REGION	MID-ATLANTIC REG 1.	MID-WEST ERN REGI 2.	NEW ENGLAND 3.	PACIFIC COAST 4.	ROCKY MTN REGION 5.	SOUTHERN REGIONS 6.	SOUTHWESTERN REG 7.	ALASKA-HAWAII 8.	OTHER 9.	ROW TOTAL
Less Than $7,500	1.	2	2	0	2	0	3	0	0	0	9
		22.2	22.2	0	22.2	0	33.3	0	0	0	.9
		1.6	.5	0	2.1	0	1.2	0	0	0	
		.2	.2	0	.2	0	.3	0	0	0	
$7,600 - $8,500	2.	0	4	0	0	0	2	3	0	0	9
		0	44.4	0	0	0	22.2	33.3	0	0	.9
		0	1.0	0	0	0	.8	2.7	0	0	
		0	.4	0	0	0	.2	.3	0	0	
$8,600 - $9,500	3.	6	17	0	0	0	17	2	0	0	42
		14.3	40.5	0	0	0	40.5	4.8	0	0	4.0
		4.8	4.3	0	0	0	7.0	1.8	0	0	
		.6	1.6	0	0	0	1.6	.2	0	0	
$9,600 - $10,500	4.	10	51	0	4	1	33	4	0	0	103
		9.7	49.5	0	3.9	1.0	32.0	3.9	0	0	9.8
		8.1	12.8	0	4.2	3.8	13.6	3.6	0	0	
		1.0	4.9	0	.4	.1	3.1	.4	0	0	
$10,600 - $11,500	5.	26	70	9	4	1	33	11	0	1	155
		16.8	45.2	5.8	2.6	.6	21.3	7.1	0	.6	14.8
		21.0	17.6	28.1	4.2	3.8	13.6	10.0	0	8.3	
		2.5	6.7	.9	.4	.1	3.1	1.0	0	.1	
$11,600 - $12,500	6.	29	100	8	16	8	56	30	2	5	254
		11.4	39.4	3.1	6.3	3.1	22.0	11.8	.8	2.0	24.2
		23.4	25.1	25.0	16.7	30.8	23.1	27.3	22.2	41.7	
		2.8	9.5	.8	1.5	.8	5.3	2.9	.2	.5	

TABLE 10, Continued

$12,600 - $13,500	7.	17 8.0 13.7 1.6	80 37.6 20.1 7.6	13 6.1 40.6 1.2	19 8.9 19.8 1.8	9 4.2 34.6 .9	50 23.5 20.7 4.8	24 11.3 21.8 2.3	1 .5 11.1 .1	0 0 0 0	213 20.3	
$13,600 - $14,500	8.	7 6.7 5.6 .7	27 25.7 6.8 2.6	1 1.0 3.1 .1	29 27.6 30.2 2.8	5 4.8 19.2 .5	21 20.0 8.7 2.0	12 11.4 10.9 1.1	0 0 0 0	3 2.9 25.0 .3	105 10.0	
$14,600 - $15,500	9.	10 17.9 8.1 1.0	12 21.4 3.0 1.1	0 0 0 0	10 17.9 10.4 1.0	0 0 0 0	8 14.3 3.3 .8	10 17.9 9.1 1.0	5 8.9 55.6 .5	1 1.8 8.3 .1	56 5.3	
$15,600 - $16,500	10.	6 13.3 4.8 .6	21 46.7 5.3 2.0	1 2.2 3.1 .1	4 8.9 4.2 .4	0 0 0 0	7 15.6 2.9 .7	4 8.9 3.6 .4	0 0 0 0	2 4.4 16.7 .2	45 4.3	
$16,600 - $17,500	11.	0 0 0 0	4 40.0 1.0 .4	0 0 0 0	0 0 0 0	0 0 0 0	2 20.0 .8 .2	3 30.0 2.7 .3	1 10.0 11.1 .1	0 0 0 0	10 1.0	
$17,600 - $18,500	12.	1 14.3 .8 .1	1 14.3 .3 .1	0 0 0 0	3 42.9 3.1 .3	0 0 0 0	1 14.3 .4 .1	1 14.3 .9 .1	0 0 0 0	0 0 0 0	7 .7	
$18,600 - $19,500	13.	1 10.0 .8 .1	3 30.0 .8 .3	0 0 0 0	3 30.0 3.1 .3	0 0 0 0	3 30.0 1.2 .3	0 0 0 0	0 0 0 0	0 0 0 0	10 1.0	

TABLE 10, Continued

14. $19,600 - $20,500	1 12.5 .8 .1	2 25.0 .6 .2	0 0 0 0	0 0 0 0	0 0 0 0	2 25.0 .8 .2	3 37.5 2.7 .3	0 0 0 0	0 0 0 0	8 .8	
15. $20,600 - $21,500	5 55.6 4.0 .5	2 22.2 .5 .2	0 0 0 0	0 0 0 0	0 0 0 0	2 22.2 .8 .2	0 0 0 0	0 0 0 0	0 0 0 0	9 .9	
16. $21,600 - $22,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 .4 .1	0 0 0 0	0 0 0 0	0 0 0 0	1 .1	
18. $23,600 - $24,500	2 50.0 1.6 .2	2 50.0 .5 .2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	4 .4	
19. $24,600 - $25,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 .9 .1	0 0 0 0	0 0 0 0	1 .1	
20. $25,600 - $26,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 100.0 1.8 .2	0 0 0 0	0 0 0 0	2 .2	
21. $26,500 - $27,500	0 0 0 0	0 0 0 0	0 0 0 0	1 50.0 1.0 .1	1 50.0 3.8 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 .2	

TABLE 10, Continued

23. $28,600 - $29,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 3.8 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1	
24. $29,600 - $30,500	1 33.3 .8 .1	0 0 0 0	0 0 0 0	1 33.3 1.0 .1	0 0 0 0	1 33.3 .4 .1	0 0 0 0	0 0 0 0	0 0 0 0	3 .3	
COLUMN TOTAL	124 11.8	398 37.9	32 3.1	96 9.2	26 2.5	242 23.1	110 10.5	9 .9	12 1.1	1049 100.0	

TABLE 11

CROSSTABULATION OF
THE AVERAGE SALARY OFFERED PER POSITION BY RANK OF POSITION BEING ADVERTISED AUGUST 1967 THRU JULY 1970

SALARY	RANK: PROF 1.	ASSOC PROF 2.	ASSOCIA 3.	ASST-ASST 4.	ASST 5.	INST-ASST 6.	INST 7.	OTHER 9.	ROW TOTAL
1. Less Than $7,500	1	4	0	2	9	42	99	42	199
	.5	2.0	0	1.0	4.5	21.1	49.7	21.1	18.8
	6.3	12.9	0	1.4	4.1	18.7	45.8	25.8	
	.1	.4	0	.2	.9	4.0	9.4	4.0	
2. $7,600 - $8,500	0	0	0	12	18	66	76	29	201
	0	0	0	6.0	9.0	32.8	37.8	14.4	19.0
	0	0	0	8.2	8.2	29.3	35.2	17.8	
	0	0	0	1.1	1.7	6.2	7.2	2.7	
3. $8,600 - $9,500	1	0	1	17	58	72	26	34	209
	.5	0	.5	8.1	27.8	34.4	12.4	16.3	19.8
	6.3	0	2.5	11.6	26.4	32.0	12.0	20.9	
	.1	0	.1	1.6	5.5	6.8	2.5	3.2	
4. $9,600 - $10,500	2	3	2	43	83	34	11	26	204
	1.0	1.5	1.0	21.1	40.7	16.7	5.4	12.7	19.3
	12.5	9.7	5.0	29.5	37.7	15.1	5.1	16.0	
	.2	.3	.2	4.1	7.9	3.2	1.0	2.5	
5. $10,600 - $11,500	2	6	8	45	35	10	2	20	128
	1.6	4.7	6.3	35.2	27.3	7.8	1.6	15.6	12.1
	12.5	19.4	20.0	30.8	15.9	4.4	.9	12.3	
	.2	.6	.8	4.3	3.3	.9	.2	1.9	
6. $11,600 - $12,500	2	3	16	16	10	1	1	4	53
	3.8	5.7	30.2	30.2	18.9	1.9	1.9	7.5	5.0
	12.5	9.7	40.0	11.0	4.5	.4	.5	2.5	
	.2	.3	1.5	1.5	.9	.1	.1	.4	

TABLE 11, Continued

7. $12,600 - $13,500	3 13.0 18.8 .3	1 4.3 3.2 .1	3 13.0 7.5 .3	8 34.8 5.5 .8	2 8.7 .9 .2	0 0 0 0	1 4.3 .5 .1	5 21.7 3.1 .5	23 2.2
8. $13,600 - $14,500	1 6.3 6.3 .1	2 12.5 6.5 .2	7 43.8 17.5 .7	2 12.5 1.4 .2	4 25.0 1.8 .4	0 0 0 0	0 0 0 0	0 0 0 0	16 1.5
9. $14,600 - $15,500	0 0 0 0	8 61.5 25.8 .8	2 15.4 5.0 .2	0 0 0 0	1 7.7 .5 .1	0 0 0 0	0 0 0 0	2 15.4 1.2 .2	13 1.2
10. $15,600 - $16,500	1 33.3 6.3 .1	1 33.3 3.2 .1	0 0 0 0	1 33.3 .7 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 .3
11. $16,600 - $17,500	1 50.0 6.3 .1	0 0 0 0	1 50.0 2.5 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 .2
12. $17,600 - $18,500	1 50.0 6.3 .1	1 50.0 3.2 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 .2
13. $18,600 - $19,500	1 100.0 6.3 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1

TABLE 11, Continued

14. $19,600 - $20,500	0 0 0 0	1 100.0 3.2 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1
15. $20,600 - $21,500	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 .6 .1	1 .1
16. $21,600 - $25,500	0 0 0 0	1 100.0 3.2 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1
COLUMN TOTAL	16 1.5	31 2.9	40 3.8	146 13.8	220 20.8	225 21.3	216 20.4	163 15.4	1057 100.0

TABLE 12

CROSSTABULATION OF
THE AVERAGE SALARY OFFERED PER POSITION BY RANK OF POSITION BEING ADVERTISED, AUGUST 1970 THRU JULY 1974

SALARY	RANK	PROF 1.	ASST PROF 2.	ASSOCIA 3.	ASST-ASSO 4.	ASST 5.	INST-ASST 6.	INST 7.	OTHER 9.	ROW TOTAL
Less Than $7,500	1.	1	0	1	0	6	15	32	20	75
		1.3	0	1.3	0	8.0	20.0	42.7	26.7	4.2
		6.3	0	1.4	0	1.2	3.2	10.0	33.9	
		.1	0	.1	0	.3	.8	1.8	1.1	
$7,600 - $8,500	2.	1	0	0	1	2	50	108	11	173
		.6	0	0	.6	1.2	28.9	62.4	6.4	9.7
		6.3	0	0	.4	.4	10.8	33.7	18.6	
		.1	0	0	.1	.1	2.8	6.1	.6	
$8,600 - $9,500	3.	0	0	4	7	34	125	116	2	288
		0	0	1.4	2.4	11.8	43.4	40.3	.7	16.1
		0	0	5.6	2.8	6.6	26.9	36.2	3.4	
		0	0	.2	.4	1.9	7.0	6.5	.1	
$9,600 - $10,500	4.	0	2	4	38	140	152	33	6	375
		0	.5	1.1	10.1	37.3	40.5	8.8	1.6	21.0
		0	2.3	5.6	15.2	27.1	32.7	10.3	10.2	
		0	.1	.2	2.1	7.8	8.5	1.8	.3	
$10,600 - $11,500	5.	1	2	10	64	196	78	21	3	375
		.3	.5	2.7	17.1	52.3	20.8	5.6	.8	21.0
		6.3	2.3	14.1	25.6	37.9	16.8	6.6	5.1	
		.1	.1	.6	3.6	11.0	4.4	1.2	.2	
$11,600 - $12,500	6.	0	4	9	55	79	28	3	9	187
		0	2.1	4.8	29.4	42.2	15.0	1.6	4.8	10.5
		0	4.6	12.7	22.0	15.3	6.0	.9	15.3	
		0	.2	.5	3.1	4.4	1.6	.2	.5	

TABLE 12, Continued

7. $12,600 - $13,500	1 1.0 6.3 .1	6 5.8 6.9 .3	14 13.6 19.7 .8	34 33.0 13.6 1.9	26 25.2 5.0 1.5	13 12.6 2.8 .7	6 5.8 1.9 .3	3 2.9 5.1 .2	103 5.8
8. $13,600 - $14,500	1 1.8 6.3 .1	6 10.7 6.9 .3	8 14.3 11.3 .4	23 41.1 9.2 1.3	15 26.8 2.9 .8	2 3.6 .4 .1	0 0 0 0	1 1.8 1.7 .1	56 3.1
9. $14,600 - $15,500	1 1.8 6.3 .1	14 25.5 16.1 .8	10 18.2 14.1 .6	12 21.8 4.8 .7	15 27.3 2.9 .8	2 3.6 .4 .1	1 1.8 .3 .1	0 0 0 0	55 3.1
10. $15,600 - $16,500	0 0 0 0	6 27.3 6.9 .3	2 9.1 2.8 .1	10 45.5 4.0 .6	2 9.1 .4 .1	0 0 0 0	0 0 0 0	2 9.1 3.4 .1	22 1.2
11. $16,600 - $17,500	4 16.7 25.0 .2	11 45.8 12.6 .6	2 8.3 2.8 .1	4 16.7 1.6 .2	2 8.3 .4 .1	0 0 0 0	0 0 0 0	1 4.2 1.7 .1	24 1.3
12. $17,600 - $18,500	0 0 0 0	8 66.7 9.2 .4	7 16.7 2.8 .1	2 16.7 .8 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	12 .7
13. $18,600 - $19,500	2 25.0 12.5 .1	6 75.0 6.9 .3	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	8 .4

TABLE 12, Continued

14. $19,600 - $20,500	1 6.7 6.3 .1	11 73.3 12.6 .6	3 20.0 4.2 .2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	15 .8
15. $20,600 - $21,500	2 33.3 12.5 .1	4 66.7 4.6 .2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	6 .3
16. $21,600 - $22,500	0 0 0 0	4 100.0 4.6 .2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	4 .2
17. $22,600 - $23,500	0 0 0 0	2 100.0 2.3 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 .1
18. $23,600 - $24,500	0 0 0 0	1 33.3 1.1 .1	1 33.3 1.4 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 33.3 1.7 .1	3 .2
19. $24,600 - $25,500	0 0 0 0	0 0 0 0	1 100.0 1.4 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1
20. $26,600 - $27,500	1 100.0 6.3 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1
COLUMN TOTAL	16 .9	87 4.9	71 4.0	250 14.0	517 29.0	465 26.1	320 17.9	59 3.3	1785 100.0

TABLE 13

CROSSTABULATION OF
THE AVERAGE SALARY OFFERED PER POSITION BY RANK OF POSITION BEING ADVERTISED, AUGUST 1974 THRU JULY 1977

SALARY / RANK	PROF 1.	ASSO-PROF 2.	ASSOCIA 3.	ASST-ASSO 4.	ASST 5.	INST-ASST 6.	INST 7.	OTHER 9.	ROW TOTAL
1. Less Than $7,500	0	0	1	0	1	0	2	4	8
	0	0	12.5	0	12.5	0	25.0	50.0	.8
	0	0	2.4	0	.2	0	1.2	9.3	
	0	0	.1	0	.1	0	.2	.4	
2. $7,600 - $8,500	0	0	0	0	1	2	5	1	9
	0	0	0	0	11.1	22.2	55.6	11.1	.9
	0	0	0	0	.2	.9	3.1	2.3	
	0	0	0	0	.1	.2	.5	.1	
3. $8,600 - $9,500	0	0	1	0	3	8	27	3	42
	0	0	2.4	0	7.1	19.0	64.3	7.1	4.0
	0	0	2.4	0	.7	3.6	16.9	7.0	
	0	0	.1	0	.3	.8	2.6	.3	
4. $9,600 - $10,500	1	1	2	2	12	34	47	5	104
	1.0	1.0	1.9	1.9	11.5	32.7	45.2	4.8	9.9
	9.1	2.9	4.8	1.6	2.9	15.4	29.4	11.6	
	.1	.1	.2	.2	1.1	3.2	4.5	.5	
5. $10,600 - $11,500	0	1	1	3	45	57	43	5	155
	0	.6	.6	1.9	29.0	36.8	27.7	3.2	14.8
	0	2.9	2.4	2.4	10.9	25.8	26.9	11.6	
	0	.1	.1	.3	4.3	5.4	4.1	.5	
6. $11,600 - $12,500	0	0	6	23	142	62	16	5	254
	0	0	2.4	9.1	55.9	24.4	6.3	2.0	24.2
	0	0	14.3	18.5	34.4	28.1	10.0	11.6	
	0	0	.6	2.2	13.5	5.9	1.5	.5	

TABLE 13, Continued

7. $12,600 - $13,500	3 1.4 27.3 .3	2 .9 5.7 .2	5 2.3 11.9 .5	30 14.0 24.2 2.9	120 56.1 29.1 11.4	43 20.1 19.5 4.1	8 3.7 5.0 .8	3 1.4 7.0 .3	214 20.4	
8. $13,600 - $14,500	0 0 0 0	1 1.0 2.9 .1	5 4.8 11.9 .5	27 25.7 21.8 2.6	56 53.3 13.6 5.3	8 7.6 3.6 .8	1 1.0 .6 .1	7 6.7 16.3 .7	105 10.0	
9. $14,600 - $15,500	2 3.6 18.2 .2	1 1.8 2.9 .1	1 1.8 2.4 .1	17 30.4 13.7 1.6	22 39.3 5.3 2.1	6 10.7 2.7 .6	6 10.7 3.7 .6	1 1.8 2.3 .1	56 5.3	
10. $15,600 - $16,500	1 2.2 9.1 .1	6 13.3 17.1 .6	7 15.6 16.7 .7	16 35.6 12.9 1.5	9 20.0 2.2 .9	1 2.2 .5 .1	3 6.7 1.9 .3	2 4.4 4.7 .2	45 4.3	
11. $16,600 - $17,500	0 0 0 0	4 40.0 11.4 .4	2 20.0 4.8 .2	2 20.0 1.6 .2	0 0 0 0	0 0 0 0	1 10.0 .6 .1	1 10.0 2.3 .1	10 1.0	
12. $17,600 - $18,500	0 0 0 0	2 28.6 5.7 .2	1 14.3 2.4 .1	4 57.1 3.2 .4	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	7 .7	
13. $18,600 - $19,500	0 0 0 0	3 30.0 8.6 .3	4 40.0 9.5 .4	0 0 0 0	1 10.0 .2 .1	0 0 0 0	1 10.0 .6 .1	1 10.0 2.3 .1	10 1.0	

TABLE 13, Continued

14. $19,600 - $20,500	1 12.5 9.1 .1	5 62.5 14.3 .5	1 12.5 2.4 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 12.5 2.3 .1	8 .8
15. $20,600 - $21,500	0 0 0 0	5 55.6 14.3 .5	3 33.3 7.1 .3	0 0 0 0	1 11.1 .2 .1	0 0 0 0	0 0 0 0	0 0 0 0	9 .9
16. $21,600 - $22,500	0 0 0 0	0 0 0 0	1 100.0 2.4 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1
18. $23,600 - $24,500	2 50.0 18.2 .2	1 25.0 2.9 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 25.0 2.3 .1	4 .4
19. $24,600 - $25,500	0 0 0 0	1 100.0 2.9 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .1
20. $25,600 - $26,500	0 0 0 0	2 100.0 5.7 .2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 .2
21. $26,600 - $27,500	0 0 0 0	0 0 0 0	1 50.0 2.4 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 50.0 2.3 .1	2 .2

TABLE 13, Continued

24. $29,600 - $30,500	1 33.3 9.1 .1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 66.7 4.7 .2	3 .3	
COLUMN TOTAL	11 1.0	35 3.3	42 4.0	124 11.8	413 39.4	221 21.1	160 15.3	43 4.1	1049 100.0	

THE JOB MARKET FOR NEW DOCTORATES IN SPEECH COMMUNICATION: A RE-ANALYSIS AND SURVEY

Bert E. Bradley and Larry L. Barker

Articles in recent years[1] have tended to "paint" a rather bleak picture of the job market in the speech communication discipline. Because of the breadth of the discipline, relevant job market data are difficult to obtain; thus, most analyses have relied primarily on aggregate data (i.e., data provided by such reports as the Carnegie Commission). Such aggregate reports usually combine several related disciplines into one central statistic or percentage. The validity of the statistic is a direct function of the representativeness of any one discipline in relation to the aggregate of disciplines. It would appear, however, for a variety of reasons, that the job market in speech communication would not necessarily be the same as that in such disciplines as history, English, or psychology. Our discipline is continuing to grow and expand, enrollments in many courses are increasing, and new areas, (e.g., nonverbal communication, interpersonal communication), are developing with a related demand for additional courses and curricula.

Although our discipline has unique characteristics, most assertions about job conditions in the field have relied on such aggregate data. Admittedly, not all data used to describe the job market has been of an aggregate nature. Some reports have been based on SCA placement service data and those data included in the *Directory of Graduate Programs*. However, a careful analysis of these same data can suggest some different conclusions than were drawn in earlier articles.

The purpose of this article is to attempt to provide a different picture of the job situation in our discipline. We do not want to over-glamorize the job market - but neither do we believe that it is useful to present an overly depressing view. The article (1) adds some new data from placement services and directories in addition to those provided by the SCA, and re-analyzes some data presented in previous articles relevant to the job market, (2) reports the results of a telephone survey conducted of administrative officers in speech communication programs regarding job placement of new doctorates in speech communication during 1975-1976.

A Re-analysis of The Job Market in Speech Communication

Any discussion of the job potential of doctorates in speech communication must begin with the articles prepared by Robert N. Hall and published in the *ACA BULLETIN*.[2] These data, carefully recorded by Hall, represent the response of institutions and SCA members to the SCA Placement Service. Unfortunately, some educators have made claims from these data that Hall apparently never intended.

The purpose of this section, therefore, is to analyze all available data that should be used in evaluating the job potential for Speech Communication doctorates. We will identify seven areas in the Hall articles which appear open to re-examination and reinterpretation.

First, as was previously noted, the Hall articles based their conclusions largely on aggregate data, i.e., data compiled and summarized from a large number of selected disciplines. The validity of these conclusions is questionable because of the dissimilarity of speech communication to other fields. Speech communication is a younger discipline, has produced fewer Ph.D.'s in relation to the total number of jobs, and continues to grow in many institutions because of the service courses.

Certainly, the best known, most highly publicized studies (cited by Hall) have used cumulative national totals across various fields.[3] In the sweeping scope of these studies, the continuing needs of particular fields or geographic regions have been given less emphasis. The Carnegie Commission Report on Higher Education observed: "We are impressed by the differences in outlook among fields and believe that the time has come for increased emphasis on projects relating to individual fields, or groups of fields, and less reliance on broad aggregative studies."[4] Recognizing this important pitfall, Hall noted not only that the Carnegie Commission study relied upon aggregate data, but because of the taxonomy used in national studies, "it is difficult to see correctly how the Speech Communication profession stands in comparison to the aggregate reports."[5] It is obvious, therefore, that data from aggregate studies provide a questionable bases for drawing conclusions about the job potential for Speech Communication doctorates.

Second, the Hall article intentionally does not include placement data from related associations in our discipline. Hall's estimate of the number of vacancies annually in speech communication used only data from the SCA Placement Service. He did not include vacancies listed with the American Speech and Hearing Association (ASHA), the American Theatre Association (ATA), the National Association of Education Broadcasters (NAEB), or the Broadcast Education Association (BEA). Hall reported the number of listings in the SCA Placement Service in 1973-74 as being in the 500-600 range. It is a serious mistake to regard this figure as the total demand in our field, since the majority of these listings are in the General Speech area. On the other hand, almost all positions in the areas of speech pathology and audiology are listed with ASHA, not with the SCA. Data are not available for 1973-74, but ASHA reported listings in the range of 700-800 for 1975. Also, most positions in the area of theatre are listed with the ATA Placement Service. Again data are not available for 1973-74, but listings for 1975 were in the range of 450-550. Turning to another speech communication employment area, most positions in broad-

casting are listed in the Placement Service of NAEB or the BEA. The NAEB listed approximately 550 positions in 1976, most of which were commercial jobs with few necessitating a doctorate, The BEA, however, had 78 listings in 1975-76, almost all of which called for the doctorate. Hall's focusing on the SCA Placement Service, therefore, caused him to underestimate substantially the placement potential for the total range of speech communication graduates. Instead of having 500-600 positions in the field annually, therefore, we conservatively estimate a number substantially greater. This is important in putting point number three in perspective.

Third, the number of annually produced doctorates listed by Hall includes all doctorates from all areas of the discipline. Hegis Code Data[6] identify six areas: Communication--General; Radio/Television; Speech/Debate/Forensic Science; Speech Correction and Speech Pathology and Audiology; Communication Media; and Dramatic Arts. The 553 doctorates which Hall reported were produced in 1973-74 represent all the doctorates produced in all the above areas combined. Yet, in assessing the job market for new doctorates, Hall compared that total number of doctorates only to the job vacancies listed with the SCA Placement Service. To give a valid picture of the job market for speech communication, the number of doctorates produced in all those areas combined must be compared to the total number of Placement Service listings in all those areas. Instead of comparing 553 doctorates with 500-600 positions, therefore, we must compare 553 doctorates with a number of positions several times greater.[7]

Fourth, Hall's article does not take into account nonacademic employment. Although the field of speech communication has not adequately exploited nonacademic employment opportunities, substantial improvement has occurred in the last few years. A survey in 1975 of twenty-nine departments found that twenty of them had placed doctorate graduates in the last two years in nonacademic positions. Among those twenty departments, nonacademic placements accounted for just under twelve percent of the total placements.[8] That number in itself amounts to a sizeable increase in employment opportunities for Speech Communication doctorates, but the increasing attention being given to this important source of jobs should increase the percentage in years to come.

Fifth, Hall's 1976 article makes the current number of positions available through the SCA Placement Service seem smaller than in the past because the reference point used for comparison is an atypical year. Table I shows the job listings with the SCA Placement Service from 1965-1966 to 1975-1976. In his article, Hall used the figure from 1966-1967 as the base figure. The 1966-1967 figure is approximately 400 more than the figure for 1965-1966. The reason for this aberration is that in 1966-1967, the SCA held a joint convention with the American Educational Theatre Association (AETA), and the figure 1,409 includes all the job listings from AETA as well as SCA. Using 1965-1966 as the base year would affect the validity of inferences drawn in later years. It is obvious, however, that beginning in 1969-1970, there was a steady decline in job opportunities through 1972-1973 when the nadir was reached. This undoubtedly reflected public and legislative reaction to the turmoil on college campuses during the Vietnam war. Further complicating the recovery from that unfortunate period has been the economic slowdown that has plagued the nation. In spite of this, however, there has been a steady increase in the number of job listings since 1972-1973. The number of jobs listed in 1975-1976 was approximately 30% greater than the number in 1972-1973. At the same time, there has been a steady decrease in the number of doctorates produced (see Table I).

Sixth, Hall's article does not consider the impact of increasing two-year enrollments on job opportunities. Projections for the next ten years indicate that enrollments at two-year colleges will increase. These increases will create additional jobs for speech communication teachers. Although most of these positions will be filled by persons with masters' degrees, some will be filled with doctorates, especially in the leadership positions. Moreover, since pay increases in two-year colleges are predicated on degrees held, many of the teachers will go back in the summer to complete a doctorate in order to qualify for a pay raise.

Seventh, Hall's analysis of the job situation did not include anticipated growth in the basic course in speech communication. Prentice-Hall conducted a survey in 1971 which projected an enrollment of 587,100 students per year in the basic course. The same survey was replicated in 1976. The 1976 projected enrollment was 866,150 in the basic Speech Communication course, an increase of 47.5% over the past 5 years. This percentage obviously reflects a higher growth rate than that of new college admissions over the same period.

A Survey of Placement of New Doctorates in Speech - Communication (1975-76)

Because of the problems involved in using aggregate studies, we decided to examine the job opportunities in the field of Speech Communication in 1976.

In an attempt to determine the current status of job placement in speech communication for new doctorates, a telephone survey was conducted during Fall, 1976. One central question was asked of speech communication administrators: "Of your students who received a doctorate during the past year, how many found a job?"

Procedure. The following procedures were employed in the survey:

1. A complete list of institutions (n = 39) offering a doctorate in speech communication (i.e., general speech--including public address and/or communication theory) was obtained[9] and administrative officers were identified (i.e., chairman of departments or deans of schools or colleges when appropriate) for each department using 1975-76 SCA *Directory*.
2. A Research Assistant was trained to conduct the telephone survey.
3. Calls were made to all institutions during a period of three consecutive days. Follow up calls were made when necessary to reach all departmental administrative officers.
4. Results were tabulated and coded. A summary of results was prepared.

Results. Of thirty-nine institutions contacted, thirty-four reported that all graduating

doctorates found jobs, one institution reported that it had no graduating doctorates during 1975-76, and four institutions reported that all of their graduating doctorates but one were successful in finding jobs. These four schools (all in the Central Region) provided the following supplementary information:

1. One indicated that the doctoral job applicant at his university "limited his locale for a position."
2. Another indicated that the new doctorate did not take a job, but had turned down several job offers.
3. A third indicated that the new doctorate did not find a job but that he "did not want to move."
4. The fourth school indicated that a female new doctorate did not accept a job, but that she had held a job until her husband moved to another school.

Obviously, during any given year it would appear that a relatively small percent of new doctorates might not find or accept jobs for similar personal or non-job-market related reasons.

Discussion. The results of this survey suggest that (1) the majority (99.2%) of new doctorates in Speech Communication received job offers and accepted them. Though our data did not differentiate among academic and non-academic employment, it is still evident that the current job market is rather balanced with regard to the job/number of doctorates produced ratio. (2) In those instances where respondents did not find jobs some extenuating circumstances did exist, but such a percent would be expected during any given year, regardless of the size of the job market.

Summary

Thus, it would appear that the job boom (i.e., several jobs for each applicant) evident in our discipline during the mid 1960's, does not exist. It does appear, however, that there is, at present, a relative balance between jobs and new doctorates produced. By comparison with aggregate data which include other social science and humanities disciplines, the job situation in our discipline is much more optimistic than most. The trend noted previously in this paper with regard to increasing numbers of jobs and decreasing numbers of doctorates being produced (see Table I) indicates that the situation may look even brighter in the not too distant future.

An important question is whether a one-to-one relationship between doctorates produced and jobs available is even desirable. Even though doctoral programs automatically screen out many weak candidates, there are several reasons to argue that any field is better served with a surfeit of doctorates: (1) Some weak candidates are still able to filter through. (2) Some who obtain a doctorate in order to teach discover that they are not suited to teach. As we noted earlier, previous descriptions of the job market in speech communication have been rather pessimistic in recent years. Our intent in this paper was not to attempt to create an overly optimistic picture of employment opportunities--just to provide a more objective description of the current situation. It appears to us, on the basis of a re-analysis of previous data and the results of our survey of employment of recent doctorates in speech communication, that the job market has been improving steadily over the past four years, (e.g., an increase of SCA Placement Service listings by approximately twenty-nine percent). It is hoped that this trend will be examined closely by educators and administrators before judgments are made concerning the actual job market for doctorates in speech communication.

Footnotes

[1]Robert N. Hall, "Facing Employment Problems," *Bulletin of the ADASC*, (October, 1972), pp. 7-12; Robert N. Hall, "The SCA Placement Service," *ACA Bulletin*, (April, 1974), pp. 12-18; Robert N. Hall, "Employment of Speech Communication Graduates: A Review of Problems and Prospects," *ACA Bulletin*, (January, 1976), pp. 3-13; Robert N. Hall, "Job Placement: Another Year," *ACA Bulletin*, (April, 1977), pp. 43-48.

[2]Hall, "Facing Employment Problems," pp. 7-12; "The SCA Placement Service," pp. 12-18; "Employment of Speech Communication Graduates: A Review of Problems and Prospects," pp. 3-13; "Job Placement: Another Year," pp. 43-48.

[3]See, for example: Allan M. Cartter and Robert C. Farrell, "Academic Labor Market Projections and the Draft," *The Economics and Financing of Higher Education in the United States* (Washington, D. C.: Joint Economic Committee, 1969); Allan M. Cartter, "Scientific Manpower for 1970-1985," *Science*, 172 (April, 1971); Dael Wolfle and Charles V. Kidd, "The Future Market for Ph.D.'s," *AAUP Bulletin*, 58 (March, 1972).

[4]*College Graduates and Jobs: Adjusting to a New Labor Market Situation*, a Report of the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Co., 1973), p. 160.

[5]Hall, "Employment of Speech Communication Graduates: A Review of Problems and Prospects," p. 3.

[6]Curtis O. Baker and Agnes Q. Wells, *Earned Degrees Conferred, 1973-74: Institutional Data* (Washington, D. C.: U. S. Government Printing Office, 1976), pp. 118, 122, 123, 151, 230, 277, 313.

[7]We hasten to emphasize that this comparison is not a valid one because of several factors previously noted such as slight duplication in job listings across placement services and inclusion of jobs for which the doctorate is not required. However, the point is that the earlier comparison was not valid either for many of the same reasons.

[8]Ronald E. Basset and Robert C. Jeffrey, "A Survey Investigation of Trends and Issues in Speech Communication Ph.D. Programs," *ACA Bulletin*, (October, 1975), p. 7.

[9]The institutions were identified previously in a study by R. Edwards and L. Barker. See "A Rating of Doctoral Programs in Speech Communication, 1976" ACA *Bulletin*, (April, 1977), pp. 59-69. This study used the *Directory of Graduate Programs* published by SCA as the primary source of information and supplemented it by responses of Speech Communication scholars to their questionnaire.

TABLE I

	Job Listings with SCA Placement Service	Ph.D.'s Earned
1976-1977	636	
1975-1976	601	480
1974-1975	592	
1973-1974	521	553
1972-1973	467	
1971-1972	509	559
1970-1971	662	
1969-1970	856	511
1968-1969	936	
1967-1968	965	360
1966-1967	1,409	
1965-1966	1,046	

PLACEMENT AND NEW GRADUATE PROGRAMS

Robert N. Hall

In 1973, the SCA Administrative Committee approved a resolution placing an Association moratorium on new graduate programs. When the Legislative Council met at the annual convention, it changed the resolution to make it little more than a recommendation. In 1976, the ACA was asked to repudiate the SCA resolution. The Executive Committee, however, refused to involve itself with SCA policies. Instead, it passed a resolution stating that it would neither support nor fight any department that wanted to institute a new graduate program; but rather, it would, should requests for support be sent to the national office, send the annual SCA Placement Service report. If, from the data reported, a department could justify a new graduate program, neither the ACA nor the SCA would protest. Similarly, if higher administration refused to approve the program, neither association would intervene.

During the intervening years, several requests have arrived in the National Office seeking support for new doctoral programs. In all cases, the Associations have sent the annual Placement reports without any statement of support. Recently, questions have been raised about the validity of the annual SCA Placement Service report. These questions have been raised in spite of the fact that the head note to each report, particularly the data included from the biennial *Directory of Graduate Programs*, indicated that the material did not represent the entire field. The validity has been challenged on the basis of a failure on the part of the SCA Placement Director to report or at least indicate that such sister organizations as the American Speech and Hearing Association, the American Theatre Association, and the National Association of Education Broadcasters also operated placement services and that each of those services undoubtedly had as many faculty vacancies as the SCA. If that were true, then it would be a safe assumption that there was no over-supply of Ph.D's in this profession.

The charge of omission was valid. Certainly the operations of the other communication Associations should have been acknowledged. To correct this omission, the SCA looked at its faculty vacancy listings for the academic year that ended on August 31, 1977. During 1976-77, the SCA listed ten vacancies in speech pathology and audiology. These ten positions accounted for less than two percent of the total faculty SCA listings. All ten positions also were listed with ASHA.

The SCA recorded 129 theatre positions; the ATA listed 131 positions.[1] About ninety percent of the theatre positions listed during 1976-77 with the SCA also were listed with ATA. These theatre positions accounted for approximately twenty-two percent of the total faculty SCA listings.

In the area of radio-television-film, the SCA had 171 academic faculty vacancies listed during 1976-77. This area within the profession accounted for approximately thirty percent of the Placement Service listings. A ramdom check with NAEB listings indicated that the duplication was in excess of fifty percent. The radio-television-film areas is, by the way, the fastest growing area within the SCA Placement Service.

All the faculty positions in rhetoric and public address, which includes debate and the first course, totalled 179. Rhetoric and public address still remains the most productive area in placement. Like its challenger, radio-television-film, rhetoric and public address accounts for just over thirty-percent of the faculty vacancies. All of the other areas such as communication theory, interpretation, communication education, and language and speech science, accounted for 122 vacancies, or about twenty percent of the total listings. Since the SCA is the major professional association operating a placement service that is not totally specialized like ATA, ASHA and NAEB, it seems safe to assume that its annual Placement report is fairly accurate in listing vacancies not covered by the specialized associations. Although it certainly is true that the total number of faculty vacancies throughout the country in the speech communication arts and sciences is more than the 575 listed in the SCA Placement Service *Bulletin* during 1976-77,[2] that number probably represents about half of those listed with association services. It is important to note that in spite of affirmative action, the "old boy" approach to recruitment is still widely used. So, where the real problem lies in determining faculty vacancies is knowing how many positions are available and filled by means other than association placement services.

There is, of course, one other area of placement that departments are only now beginning to keep records on: the number and names of students finding employment in the area of applied communication or non-academic jobs. Thanks in part to the annual questionnaires generated by William Arnold and his ACA Commission on Departmental Data, more and more departments are beginning to keep records on student enrollment, undergraduate degrees, master degrees and doctoral degrees being conferred and what types of employment those students are finding. The results of these annual ACA surveys are published in the *Bulletin*. The Association hopes these reports will soon provide reliable information on trends in the profession.

The question still remains, however, as to the need for new graduate programs in the speech communication arts and science. The data from the SCA Placement for 1976-77 is appended to this article, along with convention reports for the past several years and the report on persons still seeking employment on August 1, 1977. The number of faculty vacancies, 575, shows a slight increase over the report for 1975-76. This small increase was a trend for the past three. However, during the first five months of the current academic year in the Placement Service, the number of faculty vacancies is down seventy when compared to the same five month period in 1976-77. The reasons for this decline are unknown. Originally, it was felt the early convention

would have a negative effect on the Service. Such was not the case. More vacancies were listed at the 1977 convention in Washington than were listed at the 1976 convention in San Francisco. It may be that the heavy placement season is now moving to late spring. Only time will tell if that assumption is correct.

One other situation confuses any data compiled by associations: the reports issued annually by the College Placement Council. For the past three years the CPC has issued optimistic reports about the improving situation in employment prospects for college graduates.[3] At the same time, many of the professional associations, particularly those in the humanities, are presenting pessimistic reports. This apparent dichotomy seems to be a result of professional associations being concerned primarily with graduate student placement, while the CPC is more concerned with students receiving their first degree.

Ellen K. Coughlin, reporting in the *Chronicle of Higher Education*, wrote:

> Job prospects for new college graduates have improved for the second year in a row, according to three separate surveys.
>
> Reports on the surveys indicated that much of the continued upswing in job offers is due to increasing confidence in the nation's economy on the part of business and industry.
>
> The nearly 600 employers covered by the College Placement Council's survey said they planned to hire an average of 16 per cent more new graduates in this academic year than they did in 1976-77. Last June the council reported an 18-per-cent increase in new hires following a two-year decline in the number of jobs offered to recent graduates.
>
> The placement council's survey of business, industry, government, and nonprofit and educational organizations (not including teaching positions) found, however, that employers would continue to be selective in their hiring, looking primarily for the top graduates in each field.[4]

For students in the humanities, however, the situation is not as promising as for those in the sciences and business administration. Coughlin wrote:

> As expected, new graduates in the humanities and in education are among the least sought-after by employers. Were it not for a projected 23-per-cent increase in hiring by the federal government, the placement council reported, liberal-arts graduates would face a 1-per-cent decrease in the number of jobs available this year. The government is one of the largest employers of graduates in non-technical fields, the council said.
>
> Mr. Shingleton found that starting salaries offered to humanities majors over the last 10 years had increased an average of 4.4 per cent, far below the average increase in the Consumer Price Index.[5]

Morris Kaplan, reporting in the New York *Times*, paints a gloomy picture for doctoral students in the humanities:

> College teaching opportunities for those holding doctorates in the humanities will drop drastically by 1993, according to two-year survey of 40 universities around the country.
>
> The findings, reported to graduate students, faculty members and administrators at Columbia and New York Universities, indicate that the demand for Ph.D.'s in academia will drop because of the reduced bith rate in 1960's and the lower enrollment of students 18-to-21 years old.
>
> The study, conducted by the Higher Education Research Institute of Los Angeles, disclosed that, while college teaching has traditionally provided employment for 90 percent of Ph.D.'s in the humanities field, a maximum of 20 percent of the degree recipients can expect to find teaching jobs by 1993.[6]

The argument about whether speech communication as a discipline is a humanistic or a social science study is probably academic when it comes to employment. The one factor which remains an unknown and could have some effect on all of the placement reports dealing with speech communication is the number of students finding non-academic employment. Until reliable data on that factor can be collected, no study of this profesion can be termed totally valid.

Another factor which must be considered in placement is that of the economy. Here again there are differing views. The College Placement Council survey of business and industry noted that the respondents expect the economy to improve; thus, opening the way for better employment prospects for college graduates.[7] Yet, in an article in the *Washington Post*, Bill Peterson reports:

> College professors have become so gloomy about their lot in life that one in four has seriously considered leaving the world of academe during the last two years.
>
> Another third, troubled by their paychecks and students, have thought less seriously about quitting, while 38 per cent of them have looked for jobs at other colleges according to a survey of 4,400 professors at 161 campuses.
>
> The survey, the third such made since 1968, found a pervasive mood of pessimism.

> Researchers Seymour Martin Lipset of Stanford and Everett Carll Ladd Jr. of the University of Connecticut laid much of the blame for this on the leveling off -- and in some cases decline -- of university enrollments and budgets around the country.
>
> This has threatened the economic status and future of thousands of professors, they say. Tenured jobs for young professors and advancement for older ones have dried up. Graduate school enrollments have dropped, and some research projects have been cut back.[8]

The point of reporting all of these varying points of view is similar to the three articles on placement in this issue of the *Bulletin*: it is possible to interpret the data available in many ways. The interpretation one makes undoubtedly depends on the use one wishes to make of the data.

The ACA and the SCA have no desire to deliberately present a pessimistic outlook against which a charge of invalidity could be leveled. The SCA Placement Service report simply presents the information as compiled. The information was part of the rationale, however, that led both Associations to take a neutral stand on expanding graduate programs.

Footnotes

[1]See the ATA Placement *Bulletin* for August, 1977.

[2]This, of course, ignores vacancies in speech pathology and audiology but ASHA's certification requirements make those vacancies incompatible with others in the profession.

[3]"Better Job Outlook Seen for Class of '78," New York *Times*, December 18, 1977, p. 51; Ellen K. Coughlin, "Job Prospects Improve for New College Graduates, Three Surveys Show," *Chronicle of Higher Education*, December 19, 1977, p. 7.

[4]Coughlin, *op.cit.*

[5]*Ibid*

[6]Morris Kaplan, "Future Gloomy for Humanities Doctoral Graduates," New York *Times*, November 13, 1977, p. 49.

[7]"Employment Outlook for College Grads Favorable in 1978," *Higher Education and National Affairs*, December 16, 1977, p. 5.

[8]Bill Peterson, "Gloomy Prospects Seen by College Professors: Budgets Level Off," *Washington Post*, January 3, 1978, p.1.

SPEECH COMMUNICATION ASSOCIATION
PLACEMENT SERVICE

Academic Year September, 1976 - August, 1977
LISTING RETRIEVAL FORM - TOTAL 636

0. New Listings 624 Relistings 12

1. STATES

14	Alabama	13	Kentucky	37	Ohio
1	Alaska	17	Louisiana	14	Oklahoma
5	Arizona	2	Maine	7	Oregon
8	Arkansas	9	Maryland	27	Pennsylvania
41	California	10	Massachusetts	0	Rhodelsland
6	Colorado	17	Michigan	4	South Carolina
3	Connecticut	13	Minnesota	4	South Dakota
1	Delaware	5	Mississippi	10	Tennessee
3	District of Columbia	19	Missouri	38	Texas
21	Florida	2	Montana	12	Utah
7	Georgia	8	Nebraska	2	Vermont
3	Guam	1	Nevada	20	Virginia
1	Hawaii	3	New Hampshire	4	Washington
3	Idaho	8	New Jersey	5	West Virginia
52	Illinois	3	New Mexico	45	Wisconsin
15	Indiana	29	New York	4	Wyoming
28	Iowa	14	North Carolina	1	Canada
10	Kansas	6	North Dakota	1	Foreign (Australia)

2. TYPE OF LISTING

535	College or University
17	Community-Junior College
23	Part-Time
23	Non-Academic
28	Graduate Assistantship
10	Clinical

3. TYPE OF EMPLOYMENT

497	Regular
87	Temporary
1	Summer
23	Part-time
28	Graduate Assistantship

4. DEGREE REQUIREMENTS

13	Professional Experience
34	BA-BS-BFA
233	MA-MS-MFA
352	PhD
4	None

5. RANK OFFERED

23	Non-Academic
28	Graduate Assistantship
27	Lecturer
221	Instructor
297	Assistant Professor
34	Associate Professor
6	Professor

6. SALARY OFFERED

6	$1000+
13	$2000+
17	$3000+
6	$4000+
4	$5000+
7	$6000+
-	$7000+
11	$8000+
34	$9000+
111	$10,000+
76	$11,000+
184	$12,000+
87	$13,000+
29	$14,000+
14	$15,000+
9	$16,000+
6	$17,000+
8	$18,000+
1	$19,000+
4	$20,000+
1	$21,000+
-	$22,000+
-	$23,000+
3	$24,000+
3	$25,000+
2	Up

7. TYPE OF POSITION

3	Administrative
17	Chairmanships
555	Instructional
10	Clinical
28	Graduate Assistantship
23	Non-Academic

8. PRIMARY ASSIGNMENT

29	Rhetoric & Public Address
41	Debate
106	Fundamentals
18	General Theatre
31	Acting
13	Directing
10	History
57	Technical
79	Communication Theory
12	Interpretation
171	Radio-TV-Film
10	Pathology & Audiology
4	Communication Education
12	Language & Speech Science
28	Graduate Assistantship
7	Applied Communication
8	Other

SUMMARY DATA

August 1, 1977

SCA Placement Availability Forms

AREA	Total Persons	Women	Total PhD	Women	Total MA	Women	Total BA or None	Women
Rhetoric & Public Address	32	9	14	2	18	7	-	-
Tech Theatre	16	2	5	-	11	2	-	-
Theatre, all other	72	18	30	5	42	13	-	-
Fundamentals	50	18	12	-	37	17	1	1
Communication	68	14	36	6	31	8	1	-
Radio-TV	47	3	17	2	29	1	1	-
Debate	21	9	6	1	15	8	-	-
Interpretation	18	8	2	1	16	7	-	-
Speech Education	5	3	2	1	3	2	-	-
Speech Pathology	1	-	-	-	1	-	-	-
Speech Sciences	-	-	-	-	-	-	-	-
TOTALS	330	84	124	18	203	65	3	1

+ 17 Renaissance persons, 12 of whom were male

SCA PLACEMENT SERVICE

CONVENTION LISTINGS

SCA CONVENTION	Houston Dec 27-30 1975	San Francisco Dec 27-30 1976	Washington, D.C. Dec 1-4 1977
TYPES OF POSITIONS:			
Audiology & Pathology	3	3	8
Communication Theory	26	30	36
Graduate Assistantships	12	12	11
Oral Interpretation	8	5	4
Other	7	12	12
Rhetoric & Public Address	5	8	5
Debate	12	7	17
Fundamentals	15	32	29
Radio-TV-Film	44	56	72
Speech Education	4	5	4
Speech Science	4	3	7
Theatre & Drama	26	35	23
TOTAL	166	208	228

WESTERN CONVENTION	Seattle Nov 23-26 1975	San Francisco Nov 21-24 1976	Phoenix Nov 20-23 1977
TYPES OF POSITIONS:			
Audiology & Pathology		—	
Communication Theory		3	
Graduate Assistantships		3	
Oral Interpretation		3	
Other	no report	6	no report
Rhetoric & Public Address		2	
Debate		5	
Fundamentals		6	
Radio-TV-Film		2	
Speech Education		2	
Speech Science		—	
Theatre & Drama		—	
TOTAL		32	

CENTRAL STATES CONVENTION	Kansas City Apr 2-4 1975	Chicago Apr 2-4 1976	Southfield Apr 14-16 1977
TYPES OF POSITIONS:			
Audiology & Pathology			
Communication Theory			
Graduate Assistantships			
Oral Interpretation			
Other	no report	no report	no report
Rhetoric & Public Address			
Debate			
Fundamentals			
Radio-TV-Film			
Speech Education			
Speech Science			
Theatre & Drama			

SOUTHERN CONVENTION	Tallahassee Apr 2-4 1975	San Antonio Apr 8-10 1976	Knoxville Apr 6-8 1977
TYPES OF POSITIONS:			
Audiology & Pathology	3	—	2
Communication Theory	2	5	1
Graduate Assistantships	—	7	1
Oral Interpretation	4	2	1
Other	—	—	1
Rhetoric & Public Address	—	2	—
Debate	3	—	2
Fundamentals	3	—	4
Radio-TV-Film	4	3	4
Speech Education	—	1	—
Speech Science	—	—	1
Theatre & Drama	6	2	3
TOTAL	25	22	20

EASTERN CONVENTION	New York City Mar 13-15 1975	Philadelphia Mar 28-30 1976	New York City Mar 24-26 1977
TYPES OF POSITIONS:			
Audiology & Pathology	—	3	1
Communication Theory	2	1	2
Graduate Assistantships	2	2	—
Oral Interpretation	1	—	—
Other	1	3	—
Rhetoric & Public Address	—	4	8
Debate	—	2	—
Fundamentals	1	3	2
Radio-TV-Film	3	2	11
Speech Education	1	1	—
Speech Science	1	2	—
Theatre & Drama	4	1	3
TOTAL	16	24	27

SCA PLACEMENT SERVICE

Monthly Credential Requests

	1971	1972	1973	1974	1975	1976	1977
January	1500	1272	1409	690	1474	1222	1202
February	945	879	1012	749	905	868	809
March	1205	1160	1143	875	1057	1137	1092
April	1002	948	1255	1287	970	1224	656
May	563	706	891	898	806	893	677
June	378	582	499	531	489	529	524
July	350	366	443	399	411	477	412
August	188	232	247	223	122	131	186
September	73	72	65	99	53	45	49
October	150	117	181	157	59	167	149
November	281	224	817	315	184	365	397
December	896	691	605	807	899	812	947

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